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Report of a study directed to the relatively new and still experimental graduate general humanities programs of an interdepartmental or interdisciplinary type. Under different names and with somewhat different approaches, these programs provide a curriculum which includes all or most of the departmental fields in one of the major divisions of learning and lead to the master's or doctor's degree.

The purposes in undertaking the study were to identify comparable characteristics as well as differences, to provide information useful to institutions considering such programs, and to furnish a basis for determining their extent and significance as a phenomenon in graduate education.

The report presents a series of parallel descriptive chapters, each dealing with one of the institutional programs as a unit. Topics covered for each program include general and comparative remarks; establishment, enrollments, and degrees; admission procedures and requirements; curriculum; teaching preparation and placement; organization, administration, and costs; faculty; and strengths, weaknesses, changes, and developments.

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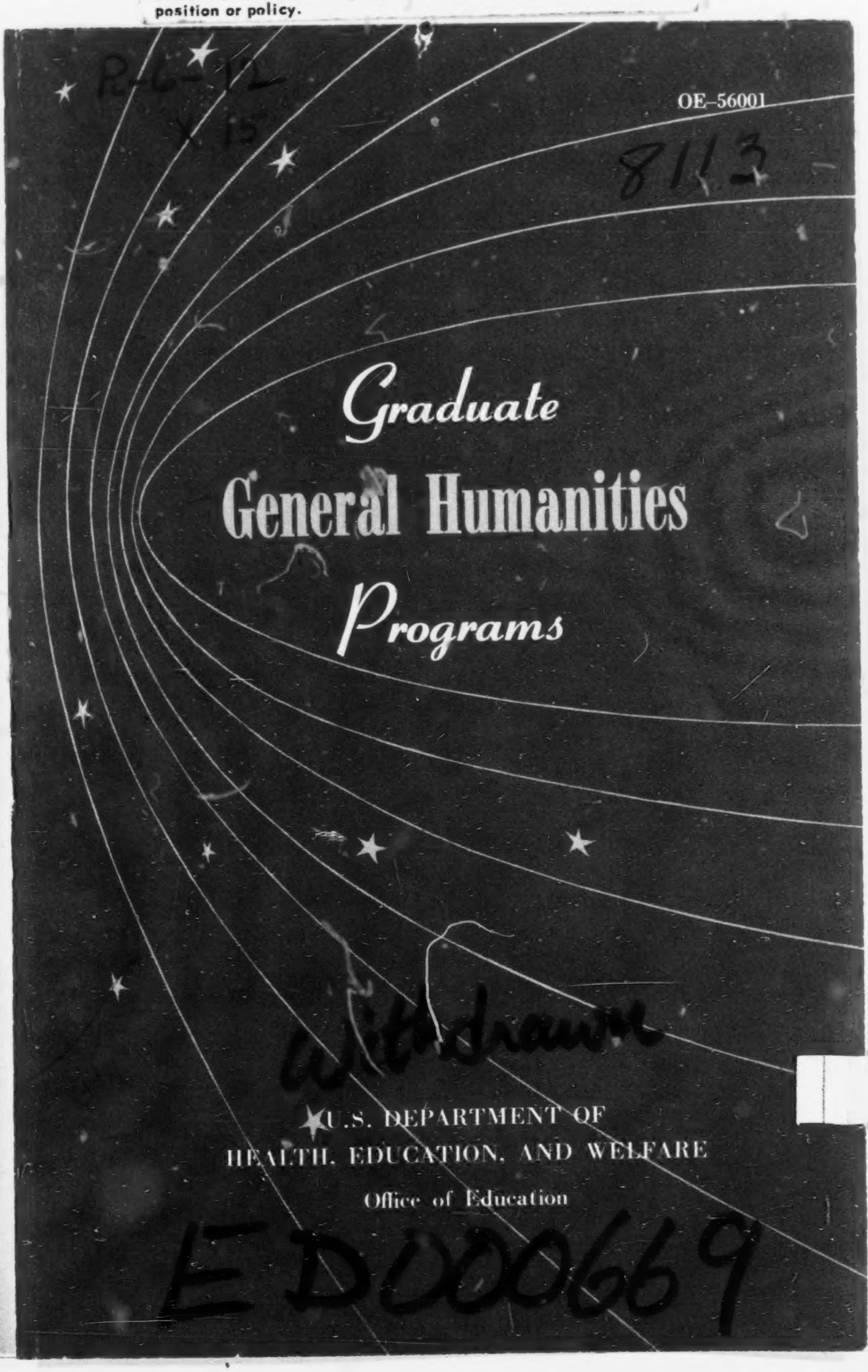

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Graduate General Humanities *Programs*

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Graduate General Humanities *Programs*

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Foreword

THIS STUDY was undertaken as a report on a relatively new kind of graduate program. It is intended to present the characteristics of existing general education programs in the humanities for comparison and appraisal.

Both graduate education and general education have for some time been the subjects of frequent criticism and periodic reappraisal. The programs reported in this study form an interesting chapter in the history of both—a chapter only recently begun and apparently experiencing rapid growth. It is too early as yet to say whether these programs constitute a new direction capable of sustaining and extending itself, since most of the programs have either just begun to turn out their first products or—in several cases—only recently received their first students.

Certain implications can be found, however, for both graduate education and general education. These do not apply uniformly to all programs studied, and they are discussed in some detail and with appropriate reservations in the Introduction to this study. Some of the more noteworthy implications are the stress laid on interdepartmental and interdisciplinary areas; the prominence given, especially in doctoral programs, to directed or independent study; the effect of such programs on institutional costs; the stimulation which they appear to provide to faculty research and teaching effort; and the attention which they give to the preparation of teachers. Significant also are their unusual administrative patterns, usually divisional rather than departmental; the degree of cooperation which they appear to enjoy not only within each institution, but, in one program, among several institutions; the wide base of faculty support which appears to indicate faculty receptiveness to novel procedures; and the degree of interest which the programs have shown in the Graduate Fellowship Program of the National Defense Education Act.

Since this study deals with a relatively new and still experimental field, it should be regarded as a status report, or perhaps even an interim report. It may also be considered a companion piece to papers in the series "New Dimensions in Higher Education," published by the Programs Branch of the Division of Higher Education, insofar as it points to the newer concepts of curriculum, organization, and procedure.

It is hoped that this report will be useful to all those who are concerned with graduate education, with the staffing of undergraduate general education programs, with the maturation of the humanities as a major discipline, or with other current problems in the changing field of higher education.

HOMER D. BABBIDGE, Jr.,
Assistant Commissioner for Higher Education.

HAROLD A. HASWELL,
Director, Higher Education Programs Branch,
Division of Higher Education.

Graduate General Humanities Programs

Introduction

THE GENERAL EDUCATION MOVEMENT is now a familiar part of the educational scene in the United States. Its earlier history, its rapid extension in recent years, and its present status have been studied and documented.[1] Whether it is understood as a particular key to some of our educational problems or as a symptom of more basic changes in the higher educational system, it does exemplify the continuing and perhaps increasing pace of study and experimentation designed to bring American education more closely to bear upon its present and coming responsibilities.

The newer forms of undergraduate education proceeding from this kind of inquiry have stimulated a demand for new kinds of teachers qualified both in competence and interest to deal with diverse combinations of material and to facilitate the synthetic process. At the same time, graduate education has been going through one of its periods of reexamination in a search for greater breadth and for freedom to cross departmental boundaries in pursuit of an idea.[2]

One effect of these two parallel lines of inquiry has been a growing interest in graduate programs of interdepartmental or interdisciplinary types. The spread of such programs in area studies and cultural anthropology, for example, is a pattern now accepted in many graduate schools. A newer manifestation of this pattern, however, is the graduate general education program in the humanities. Under different names and with somewhat different approaches, these programs provide a curriculum, leading to the master's or doctor's degree, which includes ~~all or most of the departmental~~ fields in one of the major divisions of learning.

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[1] See, for example, H. T. Morse (*ed.*), *General Education in Transition* (Minneapolis: University of Minnesota Press, 1951); Hoyt Trowbridge, Forty Years of General Education, *Journal of General Education*, 11:161–69, 1958; Lewis B. Mayhew, General Education—1959, *North Central News Bulletin of the Committees on Liberal Arts and Teacher Education*, 49:1–7, 1959.

[2] See e.g., E. V. Hollis, *Toward Improving Ph. D. Programs* (Washington: American Council on Education, 1945); Theodore C. Biegen and Russell Cooper (eds.), *The Preparation of College Teachers* (Washington: American Council on Education Studies, 1950); The Committee of Fifteen, *The Graduate School Today and Tomorrow* (New York: Fund for the Advancement of Education, 1955); Joseph Axelrod (ed.), *Graduate Study for Future College Teachers.* Report of the Conference on College Teacher Preparation Programs, April 30 and May 1, 1958. (Washington: American Council on Education, 1959).

The purposes in undertaking this study were to present such programs in the humanities in terms which would permit observation of comparable characteristics as well as differences; to provide information useful to institutions considering such programs; and to furnish a basis for determining their extent and significance as a phenomenon in graduate education. To accomplish these purposes it was necessary to arrive at a definition of "graduate general humanities programs" which would give accurate criteria for their inclusion or exclusion in this study; to discover the number and kind of programs fitting this definition; to gather information, in most cases by personal visits to institutions offering such programs; and to organize this information for each program around a topical outline which would permit comparison and contrast. The form of the study is basically that of Earl J. McGrath's edition of undergraduate general education programs in the humanities:[3] a series of parallel descriptive chapters, each dealing with one of the institutional programs as a unit. All of the chapters follow a standard outline except for the one dealing with the Florida State M.A. program, where a synoptic treatment seemed preferable to repeating much information previously set down in the chapter on the Florida State Doctoral Humanities Program.

The programs described in the following pages, although there are great differences among them in content, purpose, and organization, have the following characteristics in common: (1) all take the whole range of humanistic study for their domain; (2) all aim to provide either a broad background perspective of humanistic studies, or cross-departmental avenues of study in the humanities, or both; and (3) all have administrative identity and formal curricular requirements, and lead to a degree in Humanities. Interdepartmental programs which limit their scope (for example, Comparative Literature or American Civilization programs[4]) are not included, nor are "General Studies" programs or other arrangements for ad hoc combinations of departmental fields. Such programs or other special arrangements are integrative rather than general in nature and thus lack the first characteristic, at least, of the humanities programs.

Applying as a definition the characteristics noted above, an extensive search was made to discover all operative programs of the graduate general humanities type. The sources used were: (1) *A Guide to Graduate Study*, edited by Frederick W. Ness (Washington: Association of American Colleges, 1957, with 1958 Supplement); (2)

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[3] *The Humanities in General Education* (Dubuque, Iowa: Wm. Brown & Co., 1949).

[4] An exhaustive survey of college American Studies programs, including 19 graduate programs, has been published: Robert H. Walker, *American Studies in the United States* (Baton Rouge: Louisiana State University Press, 1958).

Earned Degrees Conferred by Higher Educational Institutions, annual reports of the U.S. Office of Education, 1947–1958; (3) selected catalogues and bulletins of graduate schools; (4) professional journals, reports of conferences, and other literature concerned with general education and graduate study; (5) inquiry among educators in the field, including directors or chairmen of known programs; and (6) announcement of the project and its area of interest in the September 1959 issue of *Higher Education*, published by the Division of Higher Education, U.S. Office of Education.

The criteria used for identifying and including programs resulted in exclusion of some graduate programs which appeared closely related to those studied. For example, there were programs covering cultural epochs in a general way, or dealing with the history of ideas primarily from a social science viewpoint. In other cases, programs were not yet fully operational, or had no firm organized basis.

After the programs to be included had been identified, their chairmen were asked to list the committee in charge and to provide detailed information under the following topics: (1) general and comparative remarks; (2) establishment, enrollments, degrees; (3) admission procedures and requirements; student characteristics; (4) curriculum; (5) teaching preparation and placement; (6) organization, administration, costs; (7) faculty; and (8) strengths, weaknesses, changes and developments. In nearly every case this information was secured through personal visits to the institutions and discussion with the chairmen of the programs. The information was compiled into a descriptive chapter dealing with each program, which was then returned to the chairman for correction and approval. For the descriptive material of this study, and for their generous assistance in many ways, we are happy to acknowledge great indebtedness to the program chairmen whose names will be found in the following chapters, and to others, whose assistance should also not go unrecognized: Professor Edwin H. Cady, former Coordinator for the Humanities Program at Syracuse University; Professor John W. Dodds, Executive Head of Special Programs in Humanities at Stanford University; Professor Matthew B. Evans, Chairman of the Humanities Department at San Francisco State College; and Professor Kenneth Oliver, Chairman of the Department of English and Comparative Literature at Occidental College.

Thirteen programs—six doctoral and seven master's programs—are described in the following pages. Within these two groups, the programs are arranged in alphabetic order by the full name of the institution involved. An attempt to provide a general characterization of these programs must be prefaced by the warning that it *is* general, that individual programs vary immensely from any general statement upon a given point, and that no generalization should be taken to apply without qualification to every program. Each chapter is prefaced by an overview of the program to which it is devoted, and the reader is referred to these sections for an accurate introduction to the peculiar scope and approach of individual programs. With these reservations, a few important and distinctive characteristics of this new type of graduate program can be identified.

Unlike regular departmental programs, general humanities M.A. and Ph. D. programs are not intended to articulate with one another: the M.A. programs are all terminal and the Ph. D programs, with one exception, require previous or concomitant completion of a regular departmental M.A. program or the equivalent. The exception is the University of Chicago Committee on History of Culture, which offers its own doctoral-preparatory M.A. program but now prefers that students complete regular departmental M.A.'s before entering the doctoral program.

There are two major reasons why general humanities master's programs usually do not attempt to serve as induction to or proving ground for doctoral work. First, students with doctoral intentions rarely enter them, since these students, even if interested in general or cross-departmental study, prefer to establish a departmental base and competence equal to that of their colleagues before turning to outside fields. The M.A. programs admittedly do not have time to achieve this. They aim at generalized understanding based on more limited investigation rather than more thorough study of narrower scope. Second, most students who do enter the M.A. programs do not have doctoral intentions. A few seek simply to continue their general education for one or two more years before turning to their chosen vocations; but most are planning to teach in liberal arts or junior colleges and high schools, or are already doing so, and seek a broad acquaintance with the humanities rather than advanced mastery of a single field. For the most part, the latter are students whose interests lie in the central fields of literature, philosophy, and history, and who are interested, for one reason or another, in enlarging the scope of their learning. But many are primarily interested in fields less relevant to normal teaching requirements, and find in the general humanities programs a means of pursuing their special interests as well as getting an appropriate backround for teaching general education courses. This circumstance, incidentally, gives new importance, at the M.A. level, to the minor departmental fields.

The doctoral programs, on the other hand, retain the traditional doctoral commitment to mastery in detail of a manageable area of concentration. Generalized knowledge and integrated study are nowhere construed as compromising that requirement. Thus in these programs students are preferred who have been trained in departmental pre-doctoral M.A. programs, where they will have become more familiar with the techniques and standards of specialized scholarship and will have gained a fuller knowledge of a single discipline.

This distinction should not be taken to imply that the M.A. programs under study are weaker academically than regular departmental M.A. programs. Their purposes are different but their standards are not necessarily inferior. The most striking characteristic of the leading faculty participants in all of the general humanities programs—both M.A. and Ph. D.—is an intolerance of any arrangement which might have the effect of diminishing the quality or scope of academic achievement.

The basic objective of all the doctoral programs is the traditional one of training students to do advanced research in the areas of their special interests. Given this foundation, each program aims at one or more of three further objectives: (1) to provide a background of broad humanistic perspective; (2) to lead a student to concentrated study of his special subject from a perspective combining two or more humanistic disciplines; and (3) to prepare for teaching general courses in the area of the humanities. These objectives are pursued within wide variations of scope. The Emory University and Intercollegiate Group programs actively include the humanistic aspects of social and political studies within the compass of their central interests. The Committee on History of Culture at the University of Chicago does not restrict itself to the arts or to Western Civilization, but takes whatever is relevant to the study of culture for its province. The other three doctoral programs center their attention principally upon the fields commonly included in the division of the humanities. However, there is considerable variation among all six programs as to the humanistic fields included and the relative weight and activity of each field.

The first objective, broad humanistic perspective, has two dimensions: a broad "vertical" knowledge of the history of ideas, and a broad "horizontal" acquaintance with all the humanistic disciplines. Most programs aim at some breadth in both dimensions. However, the program at Stanford University is conceived primarily in terms of vertical breadth, and the Committee on History of Culture of the University of Chicago has no special interest at all in providing a broad humanistic perspective.

The second objective, study and research involving two or more humanistic disciplines, is the *raison d'être* of the Committee on History of Culture. The other programs attach varying degrees of importance to this means of achieving breadth of learning. The program at Syracuse University is much more concerned about the integration of disciplines than the achievement of broad background perspectives; the relative concerns of the program at Stanford are exactly the opposite.

The third objective, preparation for teaching, is given strongest emphasis at Syracuse, where the program originally took the training of college teachers as its central purpose. The other programs attend in various ways to the problems of higher education in general and to teaching in particular. Some make apprentice teaching a requirement. Only the Chicago Committee on History of Culture gives no formal attention to the matter of college teaching.

With respect to each of the three objectives, the program at Florida State University takes a middle path. It is an interesting balancing and synthesis of the possible elements in a doctoral general humanities program. Thus it may serve as a point of departure for recognizing the peculiar emphases and directions of the other doctoral programs.

The master's programs here studied have two main purposes: (1) to provide terminal broad study of the arts, and (2) to prepare prospective college or high school teachers or further the education of teachers already in service. Preparation for subsequent doctoral work is a minor purpose of two of the seven programs: the State University of Iowa program and the University of Chicago Committee on General Studies in the Humanities. As for scope, the M.A. programs all restrict themselves to the fields commonly included in the humanities.

In pursuing their first objective, breadth of study in the humanities, the M.A. programs rely upon special integrative courses and distribution requirements. The special courses are designed to provide broad perspective of a generally horizontal dimension. The Florida State program, however, includes a complete historical survey of Western culture, and other programs make a similar undergraduate course a prerequisite. Usually about three broad courses are required, or about one-third of the normal minimum course requirements. The remainder of the typical M.A. program is devoted wholly or in large part to concentrated study of a subject of special interest to the student. This work usually must be distributed across two or more fields, thus ensuring additional horizontal coverage. Students at the M.A. level generally need to define and focus rather than to expand the horizons of their interests; thus the problem is to narrow down this elective work rather than to broaden its scope. The quantitative relationship between the integrative capstone courses and the distributed electives is that of a minor to a major, but the quality of the relationship is different.

In support of the second objective, preparation for college (primarily junior college) or high school teaching, arrangements vary greatly. Courses in the School of Education are a formal requirement in the program at Florida State University and in the Teaching College Humanities program at Wayne State University. The programs at Hofstra College, the State University of Iowa, and the University of Louisville permit some substitution of courses in Education for the elective liberal arts courses. The regular program of the Wayne State University Department of Humanities makes no allowance for work in Education, nor does the University of Chicago Committee on General Studies in the Humanities. The program at San Francisco State College includes a required course in teaching college humanities courses, as do the Florida State program and the Wayne State Teaching College Humanities program. The Chicago program offers a course in "Teaching Methods in the Humanities" which is open only to students who intend to teach in college general humanities courses.

Beyond these general considerations of scope and approach, a few more specific salient charcteristics should be mentioned. With two exceptions, the graduate general humanities programs have come into being since 1949, when the doctoral program at Syracuse University was inaugurated. The most recently established doctoral program is the one at Florida State University, which became operative in 1956, except for a tentative, experimental program in "Humanistic Studies" begun in 1959–60 at Tufts University. A few other doctoral general humanities programs are presently in a formulative stage, so that their spread seems at least not to have lost inertia.

The M.A. programs have clearly gained great impetus in recent years. Five have been established since 1956, two during the present academic year. These programs are a means of providing advanced academic work of a nonspecialized nature for inservice or prospective secondary and junior college teachers. Thus the program at Hofstra College is a response to local community needs, and the programs at San Francisco State College and Florida State University are intended especially to meet the burgeoning needs of the California and Florida junior college systems.

Requirements for admission to the M.A. programs (particularly quantitative requirements) are in most cases quite rigorous. Most chairmen and committees scrutinize the undergraduate records of applicants closely, and frequently require some prerequisite work before granting unconditional admission to candidacy. Unlike doctoral programs (or other master's programs leading to doctoral work), these programs cannot be tolerant of gaps in undergraduate preparation. Their students will have little time to make up such gaps, nor will the faculty have time to discover which students lack the ability to compensate for inadequate preparation. In addition, since they seek to cover a vast amount of ground with a minimum loss of attention to detail, the M.A. programs must insist on rather more than average breadth or better than average quality in an entering student's undergraduate work. In this way, some of the depth which the programs seem *prima facie* to have lost is generally compensated for in practice. The doctoral programs are in a better position to take preparation for granted at the point of admission, since there will be time for students to catch up or occasions to fall out along the way.

Curricular scope, purpose, and approach have been discussed above. One additional point is worth noting: that language, examination, and thesis requirements in every program are at least as rigorous as those of regular departments in the same institution. In many instances they are more rigorous. For example, the Emory Institute of the Liberal Arts requires that dissertations be read by two scholars outside of the University. The directors of these programs are generally extremely sensitive to misgivings about their standards of quality, and they are particularly careful to avoid giving grounds for any suspicion of weakness on this score.

In organization and administration, the programs are essentially coordinative. Students make use of the regular departments for the bulk of their course work and research guidance. The programs themselves simply provide the framework and guidance by which coherence or perspective are superimposed upon a body of learning garnered from contributing departments. Activity of a program is administered in every instance by a chairman or director, assisted sometimes by a principal student adviser. The chairman is supported by a policy committee, often composed of the chairmen of the departments most intimately involved in the program. These represent the departmental and faculty support which each program must have.

The teaching staffs of the programs vary immensely: some programs have substantial staffs of their own; others have none. The size of staff depends upon the extent of a program's activity. Some programs offer a rich schedule of Humanities courses, others only one or two key courses. The programs at Wayne State University and at San Francisco State College are organized and administered as regular departments, an advantageous arrangement for a program having a heavy teaching load of its own, insofar as it can relieve closely related departments and their faculties of a variety of possible inconveniences. An autonomous staff also has the advantage of giving students a "home," especially if their work is so dispersed departmentally that they cannot otherwise establish the intimate professional attachments which departmental concentricities inspire. But a sense of security for the student is never really achieved until a program itself establishes close attachments with the academic world at large.

In an abstract sense, the direct costs of a graduate general humanities program include the services of the chairman plus the several program courses, which often require double or triple staffing and therefore tend to be expensive. These services can, however, be drawn out of existing capacity without increasing faculty course loads or employing additional instructors. The relatively time-consuming advisory duties in the program, and the many individual "directed reading" courses which the doctoral programs particularly require are taken on as a labor of love and seldom receive direct remuneration. The use of the course offerings of regular departments for the most part simply fills up extra capacity in those departments (extra capacity perhaps caused in part by the magnetism of the program itself). To the extent that this departmental course work is widely dispersed, it does not create a need for additional staff in any single department. Thus, paradoxically, while students in the program receive an education involving a greater than average expenditure of staff time, the program itself costs less to establish and maintain than does a comparable regular department. But this abstract program has no counterpart in reality. Actually, the humanities programs studied are all operating in environments of expanding enrollments and course offerings and in unique matrices of circumstances which make any generalization about costs a nearly useless abstraction.

In their choice of faculty for their own courses, the programs naturally tend to seek instructors who reflect in their personal studies and interests the generalizing and cross-departmental concerns of the programs. However, the departmental expert who is fond of his field and his discipline and who has not attempted to build a professional competence outside of these is by no means rejected. Such men have been found to be valuable assets to interdepartmental programs, politically as well as educationally, as representatives of their disciplines and of the tradition of departmental scholarship.

A final section in each of the following chapters discusses the main strengths and weaknesses of the program concerned. The bases of strength are largely self-evident: the genuine fruitfulness for many students of cross-departmental study and research; the close personal relationships made possible by low enrollments; the support of related departments and the administration; high academic standards and good students; and the consequent maintenance of academic stature. Given these strengths, a program can review its weaknesses with equanimity.

Program directors are generally troubled by one or more of five major weaknesses. First, some uncertainty usually exists as to the exact objectives of a program or the norm for coverage in individual curriculums. With the several purposes, wide scope, and limited time of the programs, this uncertainty is to be expected; but a sense of proximity to disorder compels frequent reexamination of ends and means.

Second, it is difficult to find enough time for broad background or conceptual or methodological courses without making too great a sacrifice of study in depth. Such courses are desirable as the surest means of achieving the purposes of a program, and are sorely missed where they do not exist. But beyond a certain point they must give way to specialization. There is a general tendency to alleviate this difficulty by expanding prerequisites, recommending extra course work, or making informal reading assignments.

Third, programs undergoing rapid expansion tend to experience a loss of cohesion and to feel a need for more formal administrative and advisory arrangements In any case, there frequently seems to be too little time for close supervision of students or sufficiently constant review of their progress to ensure achievement of a program's purposes. This short-handedness, and also the lack in some cases of sufficient or suitable special courses, are closely related to the fourth major weakness: an insufficient program budget, if the program has a budget of its own, or inadequate accommodation by participating departments to the program's needs for released faculty time.

Finally, since programs generally must rely upon existing departmental course offerings and the volutary participation of departmental faculty members, and since they have only limited influence over new departmental appointments, they inevitably have strong spots and weak spots and sometimes not much hope of bringing optimum balance into their total curriculums within a short space of time

Since it seems likely that the many forces at present shaping the complexion of undergraduate and graduate education in the liberal arts will not abate, the prospect for graduate general humanities programs is one of continued growth in numbers and enrollments. These forces include expanding enrollments, involving a growing percentage of the Nation's youth; a growing commitment to general education, and in the college, to a higher ratio of general to specialized study; an economizing, and hence a broadening, of nonspecialized course offerings; an increasing demand for appropriately prepared college teachers, for advanced work in the liberal arts for high school teachers, and consequently a greater demand for graduate education and for more appropriate graduate education; and a lengthening history and widening acceptance of new programs and techniques of graduate study. That programs of this type can be created in a myriad of patterns will be made evident by the descriptions which follow As many graduate general humanities programs are possible as there are graduate humanities divisions—indeed, more; and the possibilities for organized programs of lesser or greater scope are nearly infinite. Whether such programs ought to be created in specific institutions is a matter which institutions must determine for themselves. Certainly they should not be established without knowledge of past experience.

Doctoral Degree Programs

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Claremont Graduate School, Occidental College, University of Redlands, Whittier College:

The Intercollegiate Program of Graduate Studies

Executive Director: Dean Luther J. Lee, *Claremont Graduate School*

Educational Council: W. T. Jones (Chairman, 1959–1960), Professor of Philosophy at Claremont Graduate School; Henry G. Dittmar, Associate Professor of History and Humanities at University of Redlands; Robert W. O'Brien, Professor, Chairman of the Sociology Department at Whittier College; Kenneth Oliver, Professor, Chairman of the Department of English and Comparative Literature at Occidental College.

1. General and comparative remarks

The Intercollegiate Program of Graduate Studies (IPGS) is a doctoral program available to students in five participating departments at three of the four cooperating institutions. These departments are the following: at Claremont Graduate School (which serves as a graduate center for Claremont Men's College, Harvey Mudd College, Pomona College, and Scripps College), the Departments of English, History, and Economics and Government; at Occidental, the Department of English and Comparative Literature (offering the Ph. D. in Comparative Literature only); and, at Redlands, the General Studies Program (also centered upon Comparative Literature). Staff for the IPGS seminars is drawn from all four cooperating institutions and from departments not offering doctoral degrees through the program, e.g., the departments of Philosophy at Claremont and Redlands.

Degrees are awarded by the individual institutions on the recommendation of the Program's Educational Council. The Council accepts only doctoral candidates into the Program, although M.A. students may enroll in the IPGS seminars if there is room. Since Whittier does not award the Ph. D. degree, it has no students in the Program, although its faculty participate. Occidental and Redlands award no Ph. D. degreees outside of the Program, so that all doctoral students at these institutions are in the IPGS.

The central purpose of the Program is to enable prospective college teachers of the humanities and social sciences to gain a fuller understanding of the interrelationships of knowledge by enlarging their backgrounds and interests. In general, IPGS students follow curriculums with a strong humanistic, theoretical orientation, both in the Program seminars and in regular departmental courses, weighted toward either social science or literature according to their departmental affiliations and individual interests. To a great extent, students' programs adhere to fixed departmental formulas, but within these formulas an appropriately broad and coherent range of speculative and historical content is ensured by joint planning, advising, and review on the part of both the IPGS and departmental staffs.

The core of the Program is a group of three full-year "intersubject seminars" and attendant colloquia offered by the IPGS itself each year. All students are requested to take one of these seminars, "Standards of Judgment, Literary and Social," during their first year in the Program. Second-year students choose between the other two, one of which has a humanistic and the other a social science orientation. Students in the departments of literature generally take the former; those in Economics and Government, the latter; and students in the Department of History are divided in their preference. These seminars are fully creditable toward course requirements for the doctorate in participating departments. They amount to about one-quarter of the average doctoral course load.

2. *Establishment, enrollments, degrees*

The suggestion for the IPGS came from Dr. Ernest C. Colwell, who was Dean of Faculties and Vice President at Emory University and who founded and for several years directed the Institute of Liberal Arts there. Dr. Colwell first drafted a plan for an integrative, cooperative program at the request of President Coons of Occidental College. President Coons' enthusiasm and his activity on behalf of the Program among the several college administrations to reconcile differences over administrative and budgetary arrangements did the most to bring the IPGS into being.[1] (There was no difficulty in bringing the several faculties into agreement.) After Dr. Colwell's plan had been reviewed and tentatively approved, during 1950–51, by various committees, especially a Central Committee, President Coons approached The Fund for the Advancement of Education for support. With the Fund's support, plans for the Program went forward during 1951, 1952, and 1953. The IPGS became operative in 1953–54.

Enrollments by year, institution, and subject have been the following:

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[1] This pattern of experience had its counterpart at Emory University, except that there it was not possible to overcome the administrative difficulties involved in bringing other institutions in the Atlanta area into the Institute of Liberal Arts. The ILA is described in the following chapter.

Institution and subject	Enrollment, by year					
	1953–54	1954–55	1955–56	1956–57	1957–58	1958–59
1	2	3	4	5	6	7
Claremont:						
Economics and Government	0	2	5	5	3	2
English	1	3	6	8	15	12
History	1	5	1	4	2	3
Occidental (Comparative Literature)	1	2	4	8	11	8
Redlands (General Studies)	3	5	4	8	4	4

There have been two opposing trends with respect to participation in the Program among the departments at the Claremont Graduate School. The trend in English and History has been for students to join the IPGS—notably in English, where participation has risen from very few students at first to nearly all at present. In Economics and Government, however, the trend has been in the opposite direction.

The Claremont Graduate School has not yet awarded a Ph. D. in the Program, but two degrees in English have been completed and will be conferred in 1960. Occidental College has awarded one Ph. D., in 1958, and the University of Redlands awarded two, in 1957 and 1959. The three institutions anticipate awarding a total of about eight doctoral degrees in 1960.

3. Admission procedures and requirements; student characteristics

Since degrees in the Program are granted by the participating institutions rather than by the IPGS itself, each student must apply for regular graduate standing in the institution at which he wishes to enroll. He may also apply at the same time to the IPGS Educational Council for admission to the Program. With the concurrence of each institution's committee on graduate standing, the Educational Council awards credits for previous graduate preparation and later approves advancement to candidacy. At least 60 percent of applicants have already earned master's degrees elsewhere. The institutional committees and the Eductional Council work closely together, with overlapping memberships common. Students in the Intercollegiate Program may take courses at the other colleges without having to be accepted for admission. Credit is transferrable.

Students admitted to the IPGS do not differ from regular departmental students in any noteworthy respect except in width of perspective. Those who have and want breadth of humanistic knowledge find the Program advantageous; others do not. At Occidental and Redlands, of course, doctoral students have no choice except to enter the Program.

4. Curriculum

a. Course requirements

IPGS students are required to take two of the Program intersubject seminars, each of a year's duration, and their attendant colloquia. These seminar-colloquia count 5 units per semester, or 10 per year, and amount to about one-third of the minimum course work required for the doctorate in participating departments, but about one-quarter of the average doctoral course load.

Aside from these seminars, students plan their programs under the guidance of their departmental supervisory committees to prepare themselves for their respective series of qualifying examinations. At Claremont, the Department of Economics and Government leaves it up to the student and his supervisory committee to define the areas upon which he is to be examined; the Department of English and American Literature requires that a student be examined in the six major literary epochs (or five and a substituted sixth field of corresponding weight and scope), with students in the IPGS held responsible for the same coverage as are regular departmental majors; and the Department of History requires its regular students to be examined in five "areas of knowledge," including three in history and two in Government (or vice versa), but permits IPGS students to offer the two intersubject seminars as a basis for the examinations in the two supplementary areas. At Occidental and Redlands, the areas of examination in Comparative Literature are determined by the student and his committee in accordance with a prescribed formula of coverage.

In preparing for their examinations, students take, aside from the IPGS seminars, regular departmental courses. These courses are by now generally tailored to the needs of IPGS students, particularly at Occidental and Redlands, where all doctoral students are participants in the Program and where the participating graduate faculty is wholly accustomed to integrative work. Although the Claremont English Department is alone in formally requiring coverage of all relevant major literary epochs, the other participating departments and the Educational Council think it important that students have some contact with every major historical period, either in course work or in independent reading, even though this coverage is not tested specifically in the qualifying examinations.

Total minimum Program requirements do not exceed normal departmental minimum requirements for the doctorate at Claremont, but in practice most IPGS students probably take larger loads of course work.

b. Program courses

The IPGS intersubject seminars meet weekly for 3 hours, usually at Claremont, the geographical center of the cooperating colleges.

The staff of each seminar consists of three faculty members, drawn from all four institutions. All three staff members attend every meeting. Research papers are required, but no final examinations. The content of each seminar varies from year to year, and there is a progressive turnover in the staff of each. In addition to the seminars, a series of colloquia is held each year, bringing together all students in the Program to hear papers delivered by guests or students. There are about four of these colloquia each year now. Originally there were more, but frequent full-scale meetings proved impractical.

The intent of the "Standards of Judgment" seminar is to examine the nature and validity of standards of judgment commonly employed in literary criticism and in the social sciences. Representative norms are studied with attention to the historical origins and consequences as well as to the basic value-assumptions and symbol-constructions upon which they depend. Inconsistencies and conflicts between existing standards are examined, and an attempt is made to determine the meaning or meanings of "validity" in judgments of "truth" or "significance." Of the three staff members, one is always drawn from the field of Literature and one from Philosophy; the third has been drawn thus far from the fields of History, Economics, and Psychology.

Titles of recent literary seminars include "Society and Ideas: The Sixteenth Century," "Society and Ideas: 1770–1860," "Society and Ideas: 1860–1914," "Society and Ideas: 1914 to the Present." In 1958–59, for example, the seminar attempted to discover the basic causes and probe the major changes in the relationship of the individual to his society during the period 1770–1860. It endeavored to analyze the nature of the various revolutions of the time and to arrive at some conclusions about the essential meaning of change. Its focus was the major figures and forms of expression in philosophy, religion, literature, the fine arts, politics and economics. The literary seminar's staff usually represents the fields of Literature, Philosophy, and History. Students sometimes seek to take the literary seminar twice, but are, with few exceptions, dissuaded from doing so.

Titles of recent social science seminars include "Individualism and Collectivism," "The Basic Nature of Institutions," "The Administrative Process," and "Problems of Authority." In 1958–59, the seminar dealt with "American Institutions and Ideals Since 1900." It attempted to illuminate the rapid changes that have occurred in recent years, bringing to bear the methods and insights of related disciplines. Consideration was given to such topics as the underlying causes of change in American institutions and ideals; whether the older American faith in the inevitability of progress has now been modified; whether the quest for security has now replaced the quest for adventure; the way in which institutions have been modified to accommodate new societal needs; and the adequacy of modern American education to meet the requirements of modern America. The Social Science seminar is usually staffed by an economist, a political scientist, and a historian.

c. Examinations

Written and oral qualifying (or, at Occidental, "preliminary") examinations are given at the end of a student's course work, prior to his concentration on dissertation research, and serve as the basis of advancement to candidacy. Their purpose is to test the student's competence in the five or six special areas agreed upon between him and his departmental supervisory committee and, in the subsequent oral examination, to explore weak points revealed in the written examinations and to test broad, general competence in social-humanistic studies. Ten hours are devoted to each of the written examinations. The student is given his questions at the beginning of the day and returns his answers at the end. The oral examination lasts 2 or 3 hours. These examinations are usually taken over a period of several months.

Examinations are prepared by a student's supervisory committee and reviewed and approved by the Educational Council of the IPGS. The several sections must be appropriately broad, but must have focus and intercoherence. Breadth per se is not an object, and students are advised against including far-off interests unless they can justify them cogently. The content of each section is narrow enough to be manageable—e.g., a period, genre, or major figure; and the sections are selected according to departmental formulas which ensure breadth of coverage overall. At Occidental, for example, the examination includes the following five sections: (1) a specific literary figure; (2) a limited literary period (e.g., French and German Romanticism); (3) a limited literary genre (e.g., lyric poetry, tragedy); (4) some aspect of literary criticism; and (5) some area outside of literature which is related or important to it (e.g., philosophy, history, or art). This fifth section is limited to some one definable segment of a field (e.g., Renaissance Italian Painting), but assumes background and methodological familiarity with the general field.

d. Dissertation

Standards of quality for IPGS dissertations are no less stringent than those of regular departments. Dissertations are interpretative but not necessarily interdepartmental in orientation. The problem or topic must be treated in such a way as to indicate its relationships to other areas of knowledge, even though these ramifications cannot be explored to any great extent in the dissertation itself. The larger dimensions can be developed in subsequent research and writing.

The following dissertations have been completed:

The Idea of God in the Works of Rainer Maria Rilke (Occidental College).

Toynbee's Theory of Etherialization (University of Redlands).

A Study of Existentialism in Certain Poems by Charles Baudelaire, R. M. Rilke, and T. S. Eliot (University of Redlands).

The Effect of the New World on English Poetry, 1600–1625 (Claremont Graduate School).

Times Journey To Seeke His Daughter Truth, by Peter Pett: A Critical Edition with Introduction and Notes (Claremont Graduate School).

e. Typical programs

The content of a normal minimum program of courses for a student at Occidental College is the following:

First year: Intersubject seminar in "Standards of Judgment" (year course); four additional semester seminars: one in a genre, one in a period or movement, one in a specific literary figure of world importance, and one in some aspect of literary criticism.

Second year: Intersubject seminar in "Society and Ideas" (centering upon some period and approaching it through the tools of three or more disciplines); four additional semester seminars: one in a second genre, one in a second period, one (which may be tutorial independent study) designed to intensify a selected area of concentration, and one in further development of the student's grasp of theoretical and applied literary criticism.

A typical two-year program of courses at Occidental thus includes (aside from IPGS seminars) study of at least two genres (e.g., drama and novel), at least two periods or movements (e.g., Romanticism and the Twentieth Century), at least one important literary figure (e.g., Dostoevski, Mann, Rilke), and literary criticism. But the typical student must also round out his general knowledge of important world literature through independent study or through enrollment in additional courses.

Students' programs at the University of Redlands follow a similar pattern. At the Claremont Graduate School, IPGS students follow departmental curriculums broadened to provide the competence and coverage which the Program aims at.

f. Directed study courses

IPGS students generally take between one and three independent reading courses, which is no more than normal for doctoral students at Claremont. These courses serve two purposes: (1) to enlarge a student's range of reading either across a broad field or around a specific focus; (2) to contribute to dissertation research or to prepare for one section of the preliminary examination.

5. Teaching preparation and placement

Every student in the IPGS is required to serve as a paid teaching intern for one year. Each student teaches a section of an introductory course, under the guidance of a senior faculty member, in one of the participating colleges or in a neighboring institution during his second or third year. The Department of English at the University of Redlands offers a 4-unit seminar in "The Teaching of College English" for students in the IPGS during their internship year. The Claremont Graduate School requires its IPGS students to teach in undergraduate courses at Pomona, Scripps, Claremont Men's College, or Harvey Mudd. At Occidental, IPGS students must either take charge of a section of freshman English, or conduct the discussion section (one or two class sessions per week) in the freshman-sophomore course in the History of Western Civilization. In some instances a student assists the professor in charge of the upper division courses in World Literature by taking charge of the weekly class session and delivering lectures from time to time.

Many IPGS students are now out teaching, the majority in regular departments in small liberal arts colleges. Reports on their performance as teachers and scholars are as yet insufficient to permit generalizations. Experience in placing students indicates that demand for doctoral students in integrative programs considerably exceeds the present supply.

6. Organization, administration, costs

a. Staff coordination

The Program is administered by the Educational Council, which has a representative at each institution. The Council representatives at Occidental, Redlands, and Whittier have been permanent; the representatives at Claremont (for the several colleges there) have varied. The Council annually nominates representatives to the presidents of the institutions, by whom they are appointed. If at least one member of the staff of each intersubject seminar is not already a member of the Council, one is made a member ex officio. The Council meets half a dozen times per year to form policy, to name committees which will review qualifying examinations (both before and after they are given), and to pass upon candidacy, pass upon dissertations, and recommend the awarding of degrees. Members also serve as advisers to IPGS students at their home institutions.

The staff of each of the three intersubject seminars has to plan each year's course together, since changes must be made as the course content and staff members change. This requires considerable cooperative work, in planning, preparing, and following through. Although a few members of the participating departments have not yet taught in an intersubject seminar, most eligible members want to participate in the Program, and many have had a chance to do so.

The Executive Director of the Program manages the funds, does the advertising, keeps records for the Executive Council, etc. Dean Luther J. Lee of Claremont holds this position permanently.

b. Advisory system

In planning his program, a student first consults his department chairman or, at Claremont, the "coordinating committee" in charge of his field of concentration. These guide him until he arrives at a fairly firm idea of the fields he wishes to be examined in prior to advancement to candidacy. At Claremont, a supervisory committee of several faculty members is next appointed to assist the student in developing his program of study and in preparing for the qualifying examinations. The chairman of this committee, who represents the student's principal interest, is responsible for submitting the student's degree program to the Committee on Graduate Courses and Degrees. At Occidental and Redlands a Preliminary Examinations Committee is next formed, usually in the first half of the student's second year, to guide him through the remainder of his course work and the examinations. This committee consists of at least three faculty members, representing the fields to be covered on the preliminary examinations and chaired by the professor representing the student's principal interest.

The Educational Council joins with the institution of residence in appointing each committee. One of the committee members is frequently selected from the faculty of one of the other cooperating colleges. The qualifying written and oral examinations cover the areas of knowledge previously agreed upon and are given and graded jointly by the IPGS Educational Council and the institutional supervisory committee. After a student has passed his qualifying examinations and the general design for his dissertation has been approved by both the IPGS Educational Council and the home institution's graduate committee, a dissertation committee is appointed to guide him in his dissertation research and writing. This committee always includes a member of the Educational Council and a representative of the graduate committee of the home institution (often the same man), and is chaired by the principal dissertation adviser.

c. Measures which are most effective

The most effective mechanisms for ensuring the syntheses of learning which the Program aims at are the intersubject seminars and the Educational Council's involvement in the qualifying examinations and the dissertation research. In addition, the Council representative at Occidental, and often at Claremont and Redlands, serves on IPGS students' supervisory committees and works closely with them from the beginning. However, the keystone of the Program has not been any administrative mechanism, but the sense of accomplishment of its participants as a whole—an attitude which new students soon acquire. Thus, as the Program has grown, many regular departmental courses have taken on an integrative quality, reflecting the widening interests of students and faculty.

d. Costs and sources of support

The Intercollegiate Program is slightly more expensive in terms of staff time contributed per student enrolled than regular departmental programs, for two main reasons. First, the IPGS seminars require of their three staff members a considerable amount of reading and preparation outside of their specialties. Since enrollment in the IPGS seminars is double that of average departmental seminars, this extra time in preparation serves twice as many students; but the amount of preparation required by an IPGS seminar is probably more than that which a single professor must devote to two departmental seminars. In any event, staff members' departmental course loads are reduced in compensation for their participation in the intersubject seminars, so that for each seminar the equivalent of three year-courses is lost to the departments. Second, supervision of the qualifying examination and dissertation research involves the active participation of a greater-than-average number of faculty members. The Program also makes a few additional minor demands upon staff time: i.e., attending the colloquia, serving on IPGS committees, and travel, for most seminars and colloquia, to Claremont and back (which is 35 miles from Occidental, 40 miles from Redlands, and 25 miles from Whittier). This travel amounts to a two-hour round trip each week, but the time enroute is often spent in counseling students.

These direct costs are not offset in the usual way by sending students out to utilize excess capacity in courses offered by participating departments. At Claremont, IPGS students probably do not represent a net expansion of doctoral enrollment, since most would have enrolled as regular departmental students; thus Claremont's share of the extra costs of the Program may only be discounted to the extent that this share is a substitute for regular departmental costs. At Occidental and Redlands, IPGS students constitute totally new doctoral enrollments and are almost wholly responsible for the expansion of graduate staff and course offerings at these two institutions; thus the costs attributable to participation in the Intercollegiate Program have been an inextricable part of the total cost of establishing new doctoral programs. The establishment of doctoral programs would have been beyond the means of the latter two colleges if they had not been able to use the staff and library resources of all the cooperating institutions.

The several colleges now pay all costs of the Program except for fellowships and a small portion if the general overhead. Staff time was originally supported by The Fund for the Advancement of Education, but now has become the financial responsibility of the colleges themselves. The 1955 Ford Foundation grant, which is scheduled to lapse in 1960, has paid for the 15 to 20 scholarships awarded annually, most administrative costs, travel, and books for special reading rooms.

Five fellowships in Comparative Literature (to be shared by Occidental College and the University of Redlands) and four in History (at Claremont Graduate School) have been awarded to the Program under the National Defense Graduate Fellowship Program for three years beginning in 1959–60. In addition, tuitions paid by IPGS students are reserved to the Program on a proportional basis.

7. *Faculty*

Of the 50 or so faculty members who have participated in the Program, perhaps five or six have had strictly departmental interests. Some of these have made valuable contributions to the seminars. About three-eighths of the Program faculty members have been strongly cross-departmental in background, research, and teaching experience.

The intersubject seminars have usually had a pronounced broadening effect upon faculty interests and research. For example, Professor William T. Jones of the Pomona College Philosophy Department found as a result of two years of work in these seminars that he wanted to write a book which would combine elements of his *History of Western Philosophy* and some of the integrative concepts of the seminars. The book is now in its final stages. The IPGS has several times invited to participate in its seminars faculty members who seemed to have an undeveloped potential breadth of interests. These experiments have had varying degrees of success.

In the matter of new faculty appointments, it is generally to the Program's advantage for the four cooperating institutions to find men with appropriately cross-departmental competencies. All the institutions have agreed in principle to take into account the needs of the IPGS in making any relevant faculty appointments. The problem of conflicting interests here has never arisen. There has never been any significant opposition to the Program among the participating departments, although the Claremont Economics Department has been somewhat of two minds about the value of participation for particular students. The Claremont English Department was skeptical at first, but now generally approves the Program. A few professors at each of the colleges have opposed taking on graduate responsibilities in traditionally undergraduate colleges.

8. *Strengths, weaknesses, changes and developments*

Several faculty members have remained skeptical of the Program's ends and means, fearing that it loses the depth of traditional departmental curriculums. However, if a certain kind of depth is lost in the Program, another and more important kind is gained. That is, it may be that IPGS students expend less than the usual amount of effort acquiring a detailed, factual knowledge of particular subjects of study, and it may be that they generally ignore tertiary figures and works; but they gain a depth of understanding of these same particular subjects of study, by regarding them in their several (social, philosophical, literary) dimensions, which regular departmental students miss, and they are better prepared as teachers for having concentrated their studies on major or important figures.

A serious weakness in the Program is gradually being overcome. Many students feel disoriented and uncertain of what they are doing during their first semester. They need to accustom themselves to unfamiliar disciplines and to integrative methodology. This problem has become less troublesome as the faculty has gained experience and the integrative nature of the Program has become sounder and clearer in purpose. This change is reflected in students' increasing general satisfaction with their work. At first, several students dropped out because of disappointment with the Program; now students rarely do.

Two minor changes have occurred. First, the Program seminar staffs have been reduced in number from seven to five to four to three. The original large staffing was done deliberately, as a means of gaining wide faculty experience in the new Program. Second, in 1957–58, the Claremont Graduate School asked and was permitted to reserve the right to allow a reduction in the number of IPGS seminars required from two to one. The feeling was that there might be an instance in which an IPGS student would profit more by extending his study of a particular departmental field than by spending a second year in intersubject seminars. This option has not yet been exercised.

Emory University: *Institute of the Liberal Arts*

Director:* Prof. William A. Beardslee, *Department of Biblical Studies

Executive Committee: James M. Smith (Associate Director), Associate Professor of Romance Languages; George P. Cuttino (Secretary), Professor of History; Joseph M. Conant, Associate Professor of Classics; J. Harvey Young, Professor of History.

I. General and comparative remarks

Like the Intercollegiate Program of Graduate Studies, the Institute of Liberal Arts (ILA) actively includes social and political studies in its purview. Studies in the Institute are humanistic in that they lean heavily toward the aesthetic, intellectual, moral, and religious aspects of the subjects and away from empirical and policy problems, but the ILA program requires all students to give attention to social problems of enduring significance. In its approach, the aim of the ILA is to study all subjects reflectively or philosophically, with emphasis upon the interpretation and appraisal of knowledge rather than upon quantitative additions to it.

In organization, the Institute is an autonomous "community of scholars." Its students have no regular departmental affiliations, and its faculty participate as individuals, by invitation, with a limited amount of rotation. Current staff members, aside from the Executive Committee, are the following:

Thomas J. J. Altizer, Assistant Professor of Bible and Religion
Francis S. Benjamin, Associate Professor of History
Roland M. Frye, Associate Professor of English
Richard Hocking, Professor of Philosophy
Charles D. Hounshell, Associate Professor of Political Science
Ronald F. Howell, Associate Professor of Political Science
Leroy E. Loemker, Professor of Philosophy
J. Russell Major, Associate Professor of History
Ward Pafford, Professor of English
Helmut Schock, Associate Professor of Sociology
Robert L. Scranton, Professor of Classics
Alfred G. Smith, Assistant Professor of Sociology and Anthropology
Walter A. Strauss, Associate Professor of Romance Languages

The composition of the faculty reflects the Institute's historical-philosophical orientation.

The ILA program is a two-year, post-M.A. program leading to a Ph. D. awarded by the Institute itself. With few exceptions, students are required to have completed a departmental M.A. before admission. ILA students devote about one-third of their time (six courses) to required Institute courses, the remainder to studies in the area of their particular interests. About half of this latter work is in formal departmental courses, the other half in informal seminars and tutorials under the direction of the Institute faculty.

The six required ILA courses provide students with the conceptual and historical-philosophical background necessary to carry on their special studies in accordance with ILA aims and methods. At least two of these courses are devoted to the study of the major eras in Western Civilization. Students are also requested to fill in significant gaps in their knowledge of the history of Western Civilization, and are tested for this knowledge in their qualifying or "preliminary" examination. Two other ILA courses are required specifically: one, "Critical Study of Systems of Knowledge," designed to train students in the comparison and analysis of organized structures of thought; the second, "The Liberal Arts," a capstone seminar, attended throughout the two years in the Institute, dealing with the history, organization and method of knowledge, and with philosophies of higher education. Finally, two courses are elected from among the several other seminars offered by the Institute or from similar offerings of regular departments.

Although the Institute has steered away from the idea of set requirements for coverage in any direction, it prefers to have methods and systems of knowledge covered historically rather than cross-departmentally insofar as the two approaches compete for a student's time. The Institute's historical orientation is deepened by the social science dimension of its program, which, while it directs students' attention to the social and political implications of ideas on the one hand, tends to emphasize historical studies even more strongly on the other. The absence from the ILA faculty of representatives of Music and the Fine Arts (in which fields graduate programs are not offered at Emory) also tilts the balance away from a "horizontal" orientation. On the other hand, the strong philosophical interest of several members of the faculty has served as an important counterweight to the concern for strictly historical coverage.

2. *Establishment, enrollments, degrees*

The Institute was founded by Dr. Ernest C. Colwell, who had been President of the University of Chicago under Chancellor Hutchins before coming to Emory as Dean of Faculties and Vice President.

Dr. Colwell's imagination and his contagious enthusiasm were the main and leading force behind the establishment of the Institute. He envisioned an autonomous institute with a faculty drawn from several colleges and universities in the Atlanta area, but this idea was found to be financially and administratively impracticable.

To bring the Institute into being at Emory, representatives of the various departments of the humanities and social sciences met weekly and often semiweekly throughout the spring and summer of 1952 to examine the basic conception and formulate detailed plans. One of the most difficult problems faced was the semantic one: philosophers, classicists, political scientists, and economists wrestled with the fact that the language of their own specialties would not adequately serve for communication with one another or with historians, students of literature, or psychologists. Other problems involved finding agreement upon the purposes, principles governing procedure and selection of materials, and the mechanics of organization. In every instance decisions were reached through the joint efforts of the entire staff in consultation. The Institute was established and underway in the fall of 1952. Professor Beardslee succeeded Dr. Colwell as its Director in 1957.

Three students enrolled in the first year. Since then the usual annual admission has been four or five, the highest number having been eight. At this rate, the average total enrollment in the Institute has been about 10. This plateau is about right for the funds available. Some students stay on for a third year, but most leave to teach and finish their dissertations away from Emory. Ten or so are doing this at present. About a third fall by the wayside or shift to a regular department.

Four Ph. D. degrees have been awarded so far—two in 1958, one in 1957, and one in 1956. Three or four will probably be completed during 1959–60.

3. *Admission procedures and requirements; student characteristics*

In addition to the general requirements for admission to the Graduate School, the Institute has the following requirements:

a. A bachelor's degree representing an education not narrowly restricted.

b. An M.A. degree (or its equivalent). In exceptional cases, the Institute is prepared to admit on a probationary basis students who wish to pursue their first year of graduate study under the auspices of the Institute; but students without M.A.'s will be advised to finish this degree in a regular department at Emory, even if doing so means taking extra time to complete the doctorate. The practical reasons for this requirement are that students need some competence in a discipline before embarking on interdisciplinary studies; most of them will eventually have to teach in traditional departments; and the possession of a departmental M.A. is an indication of determination and stability.

c. A reading knowledge of two foreign languages, one of which must be modern. In practice, many students have had to work up one language after entering, but the Institute does all it can to enforce this requirement.

d. A two or three-page paper stating the student's reasons for wishing to enter the Institute; what he wants to study; why he wants to study it; what he proposes to do after graduation. The student's undergraduate and M.A. background is reviewed in the light of this statement. In each case the question is asked, "Does this background provide a base for what the student aims to do in the program?"

e. An interview with three members of the Institute. This attempts to probe deeply into the applicant's ability to cope with and complete the Institute curriculum. Many applicants are turned away as a result, and some are accepted whose qualifications might otherwise be suspect. Interviewing committees are chosen on an *ad hoc* basis, except that the Associate Director, who is responsible for admission, serves on most of them. Students who cannot come to Emory are interviewed whenever possible by traveling Emory faculty members. Failing this, the Institute will write to someone it can rely on, who knows the applicant, for an intimate appraisal.

It is probably a valid generalization to say that the Institute has had a high proportion of very good students and a relatively low proportion of academically steady ones. The high incidence of academic instability among students admitted to the Institute is perhaps to be expected, but it is being corrected by improving admission practices as a result of experience. The personal interview has been found especially valuable in this respect.

4. Curriculum

a. Course requirements

The Institute specifically requires that five broad courses be taken. One is a basic ILA seminar, "The Liberal Arts," which carries five hours (or one quarter-course) credit but extends throughout the two years, meeting biweekly. Two other required ILA courses are "Studies in the Western Tradition" and "Critical Study of Systems of Knowledge." The former is a 10-hour (2-quarter) seminar taken during the fall and winter of the first year, and the latter a 5-hour course taken in the spring. In addition, each student elects two interdepartmental seminars either from the remaining offerings of the Institute (i.e., "Comparative Literature," "Impact of Greco-Roman Culture Upon Early Christianity," "The Order of Human Values," and "Problems in Contemporary American Institutions") or from similar offerings of regular departments. One of these elective courses often is a third quarter in "Studies in the Western Tradition." This course covers four topics: the Classical period and the 17th century in one year, and the High Middle Ages and the 18th century the next, so that each semester is devoted to a different epoch over any 2-year period. A student may thus enroll for a third semester without repeating himself. Students are asked to reserve at least one interdepartmental course for their second year so that the Institute interest and tie will be carried on through both years.

Thus, at the normal university rate of 45 hours per annum, the Institute student spends 30 of 90 hours, or about one-third of his 2 years in the program, in required broad courses. Most of this work is done during the first year. The Institute is very reluctant to permit a student to spend any part of the first year on less than a full-time basis. Several students have enrolled on a part-time basis during the second year, particularly teaching assistants, who are generally permitted to take a two-thirds-time schedule during the quarters they are teaching. A few students have been permitted to teach during the first year.

During the remainder of his time in the Institute, the student takes courses which interest him or help him prepare for the preliminary examination. Usually at least half of these courses are directed study courses. These sometimes involve course papers; more often a student simply follows an agreed-upon course of reading, coming in once a week or biweekly to discuss his reading with his instructor. As the Bulletin puts it,

> Instruction is not sub-divided into small formal course units, since the Institute seeks to minimize quantitative measurements as requirements for the degree. . . . Emphasis is placed on informal seminars and tutorials and on other devices calculated to stimulate the student's own investigations. . . . The aim is to make the student a participating member, together with the staff, in a community of scholars endeavoring to organize knowledge.

Altogether, about a half or two-thirds of the second year is devoted to this kind of informal study.

Generally, only a small part of directed study is devoted specifically to dissertation research. If, as is usual, the student takes his preliminary examination in June, he probably will not have enrolled for more than 5 or 10 units of dissertation research. However, directed study courses have for the most part a fairly direct bearing upon the focus of the dissertation.

Even though the third year is devoted primarily to informal study, the Institute program still ordinarily involves more than two full years of formal graduate course work, including the prerequisite M.A. year of regular departmental work. In addition to the required broad courses, the student may be asked to take courses in the University to broaden his knowledge and understanding of one or more of the humanistic areas, to serve the immediate needs of the subject of his investigations, or to fill in what the Institute considers to be gaps in his previous background or training. Courses of this sort, added to the required broad courses, generally bring a student's formal course load above the normal one-year load of nine. Although the Institute prefers to direct students' attention to matters of attitude and approach rather than specific content, and to let students follow their interests in regard to the latter, it nevertheless has had to insist on breadth of coverage in the face of students' natural propensities to ignore important areas of study which are only of remote interest to them. For example, two or three students have been interested in American studies, and have done the bulk of their work in American history, philosophy, and literature, complementing these central studies with relevant European background courses. The Institute has asked them to take at least one seminar outside the modern period and to study the discipline or concept of their interest in its social and historical context.

b. ILA courses

All Institute courses are seminars, conducted by means of informal lectures and discussion. All require papers. Normal enrollment is 5 to 10 students, and 3 faculty members are usually present at each meeting.

The required two-year, five-credit-hour seminar, "The Liberal Arts," meets fortnightly with all members of the Institute faculty attending. It includes a study of the history and contemporary pattern of the liberal arts; a consideration of the methods used by the humanist, the social scientist, and the natural scientist in the discovery and organization of knowledge; and a consideration of philosophies of higher education, including such problems as the educability of man and the social objectives of a liberal education. At the end of the second year each student prepares, presents, and defends a paper setting forth his view of the nature and significance of the liberal arts in terms of the focus of his own intellectual interests.

All students are also required to enroll for at least two quarters in the seminar, "Studies in the Western Tradition," which is conducted by a small committee of the ILA faculty and meets weekly during fall and winter quarters. The object of the course is to examine selected periods within the history of Western Civilization with a view to discovering, if possible, the essential characteristics and climate of opinion of each period. An attempt is made to explore the political, economic, institutional, social, religious, scientific, philosophical, artistic, and literary patterns of each period, with special attention given to their effect on the various strata of society. The aim of the study, which is based primarily on original documents and monuments, is to train the student to perceive the essential postulates of the culture. In 1958–59, periods were chosen from the High Middle Ages and the 18th century; in 1959–60 the seminars will deal with Ancient Greece and the 17th century.

The final required course, "Critical Study of Systems of Knowledge," also conducted by a small committee of the Institute faculty, meets weekly during the spring quarter. It attempts to analyze and compare specific structures of thought in terms of their logical bases and intercoherencies. It is thus systematic rather than historical in approach. Its faculty is drawn primarily from the Department of Philosophy. Lectures and student papers attempt to show how the presuppositions and procedures of the writers studied are related to their general outlook and conclusions. The course provides a sharpening of the student's ability to analyze logically.

Of the optional ILA courses, "Comparative Literature" has recently been devoted to the Romantic movement in several 19th century literatures; "The Order of Human Values" is another systematic course, which examines the normative character of human values, and the interrelationships of such values, in various fields; and "Problems in Contemporary American Institutions" is concerned with political, economic, and religious interrelationships. The only historically oriented optional course is "The Impact of Greco-Roman Culture Upon Early Christianity." The attention to concept and the methods and interrelationships of thought, rather than to specific historical periods, reflected in these Institute offerings (particularly in "The Order of Human Values") represents an attempt to counterbalance the period and content specialization of regular departmental courses.

c. Examinations

The preliminary examination is the only general examination given. It consists of two parts: (1) a general examination of the candidate's understanding of the liberal arts, of the relevance of his special area of interest to the problems of education, and of the history of Western Culture; (2) an examination in the candidate's specially defined field. The examination is, in effect, a recapitulation of work done in the required seminars (especially in "The Liberal Arts" and "Studies in the Western Tradition") and that done in the courses directly related to the student's central interest.

The written examination lasts for a week, with two days spent on each part. Students write their answers at home and submit them typed if possible. The Examining Committee consists of the student's Advisory Committee and the Director of the ILA, whose assistance ensures a measure of consistency in the general part of the examination. During the following week, the student undergoes an oral examination designed to probe the soundness of his understanding of and approach to his dissertation problem.

d. Dissertation

The student's Advisory Committee continues to supervise his work on the dissertation, requirements for which are no less stringent than those of regular departments. The ILA is particularly solicitous of the quality of its dissertations, sending each to two scholars outside Emory for their evaluations. In the event both outside scholars should disapprove a dissertation (which has never happened), the Institute would ask that it be rewritten.

Completed dissertations include a study of the implications of Whitehead's philosophy for educational philosophy, a study of the Romantic hero in nineteenth century France, "The Judgment of Literature" from a perspective at the intersection of literary criticism and aesthetics, and a study of the sociology of art in America. Among dissertations in process are an ethical analysis of the tragic choice between two goods as illustrated in Conrad's novels, a comparison of the conception of history in the Gospel of John and that in the philosophy of Hegel, and a study of the concept of the Baroque.

e. Typical programs

A typical program, building upon a master's degree in Romance Languages, has included regular and elective ILA seminars, regular and directed-study courses in French lyric poetry, "Topics in Modern French Literature," "English Romanticism," "Literary Criticism," 20 hours of dissertation research, and a dissertation entitled "The Romantic Hero in France." Another, building upon an M.A. in English, has included ILA seminars, contemporary literature and literary criticism in regular and directed-reading courses in the English Department, philosophical aesthetics (mostly directed study), and a dissertation on contemporary criticism.

f. Directed study

The Institute's comparatively great reliance upon informal tutorial work has been noted above. Students normally do a third or more of their course work in this way.

5. Teaching preparation and placement

One of the requirements for the doctoral degree is the "demonstration of interest in and capacity for effective teaching on the college level." This requirement is met in several ways. First, the seminar in "The Liberal Arts," while purely theoretical, ensures careful consideration of the ends and means of education. Second, every student attends sessions of a practicum in college teaching during the winter quarter of his second year. This is a series of about four lectures and discussions, sponsored by the Graduate School, in which various aspects of college and university education are treated by authorities.

Third, some sort of apprentice teaching is required. This usually takes the form of an apprenticeship in elementary courses, especially in the undergraduate Humanities ("great books") courses, in which the student works closely with a senior professor and actually teaches classes for a week or so. Finally, about a third of the students in the Institute take full charge of courses as teaching assistants. Teaching assistants are generally supervised closely. In the Department of Religion, senior professors usually audit the student's first lecture, attend some of his discussion meetings, and look over the first papers he grades. The History Department requires prospective assistants to attend for a year the courses they are going to teach. In all departments staff meetings are frequent. Work as an apprentice or teaching assistant is preferably and usually done during the second year in the Institute.

ILA graduates and candidates who leave to teach have no difficulty finding appointments. Although many traditional departments are somewhat reluctant to hire the ILA type of Ph. D., there is a small but expanding steady current of demand for just such men, particularly among small liberal arts colleges. The Institute has been cultivating this current, which also grows on itself.

6. Organization, administration, costs

a. Staff coordination

Full staff meetings were much more frequent at the beginning. The staff now meets as a group only when important new business comes up. The Institute seminar, "The Liberal Arts," regularly attracts six or seven members of the faculty. The other seminars bring the staff together to a lesser extent. Informal contacts keep the Institute faculty in close touch with one another.

b. Advisory System

Student programs are planned under the supervision of a three-member Advisory Committee, appointed at the beginning of the student's work in the Institute, whose members are representative of his interests. The Committee may be reconstituted if the student's interests change. The Chairman of the Committee, whose interests correspond most closely with those of the student, serves as his principal adviser. The Committee as a whole meets with the student as needed, generally about once a quarter; the Chairman consults with him regularly.

A student's program depends in large part on his particular interests. However, since the preliminary examination will require a student to demonstrate an understanding of the major areas of studies encompassed by the ILA program, individual programs are devised so as to provide such an understanding.

c. Measures which are most effective

The most valuable mechanism for leading students to grasp the coherencies among the several fields has been the required ILA seminars. These bring together men of diverse interests in discussions focused upon common problems and concepts, broadening the area of consideration.

The Advisory Committee has been of limited value because of the lack of intellectual encounter. But the Committee Chairman and any other faculty member with whom the student may work closely play an important role in furthering the objectives of the Institute. Directed study courses are valuable in leading students to synthesize diverse bodies of knowledge. This specializing can, however, be overdone.

d. Costs and sources of support

The Institute program is relatively costly in terms of staff time for the number of students enrolled. Each student receives a great deal of tutorial, individual attention; and the ILA courses, although they are taught cooperatively by three or four faculty members and thus require less time of each than regular departmental courses, nevertheless require more preparation, so that each instructor takes on more than a third or quarter of normal course work. This high direct expense of staff time is offset somewhat by the use of regular departmental courses, but ILA students probably take too few of these to reduce the cost of their education, in terms of staff time, to a normal or below-normal rate.

The Institute's impact upon the regular departments concerned is difficult to measure precisely. It has been only one of several factors causing an increase in staff in those departments during the past seven years. The steady growth of graduate enrollments at Emory and the expansion of course offerings have been others. The impact has been lightened slightly by the occasional use of visiting faculty for short periods.

Normally, one-third of a staff member's time is devoted to work in the Institute, the remainder going to teaching and other duties within his own department. Departmental course loads are sometimes fully, sometimes only partly reduced for work contributed to the ILA. The extent of such compensation is difficult to determine exactly. Several departments have decreased their teaching loads in recent years as a result of undertaking departmental graduate programs, and compensation for work in the Institute in some cases has not gone beyond the reduction of course loads of other men in the same department.

Enrollment in the Institute has been equal to its capacity. No substantial increase in enrollment would be possible without expropriating additional staff time from regular departments, or else overcrowding ILA courses and overburdening its advisory system.

Staff time and other expenses have until recently been contributed without compensation out of departmental budgets. A small grant from the Ford Foundation helped a little during the second or third year of the program. A fairly large 3-year grant from the Carnegie Corporation (1958–61) has now enabled the Institute to compensate some contributing departments partially during some quarters for releasing staff time to the ILA. The Carnegie funds enable departments to hire graduate assistants to teach courses ordinarily taught by senior faculty members, thus freeing these men without forcing the departments to make shift to accommodate the extra students. But this is unequal compensation, since the department loses in quality if not quantity of instruction, and since it also has to reduce the frequency with which it offers an important advanced course which the released professor alone can teach.

7. Faculty

Perhaps half of the ILA faculty have published articles or books which exemplify the breadth of interest which the Institute seeks to cultivate in its students. Although nothing is done specifically to broaden the interests and research of the faculty, participation in the Institute does seem to lead some men to significant scholarship crossing departmental boundaries.

All departments concerned have cooperated wholeheartedly with the Institute. Departments not offering the doctorate have especially welcomed the opportunity afforded their faculty (and students) to participate in the advanced work of the ILA.

8. Strengths, weaknesses, changes and developments

Both staff and students have been enthusiastic about the objectives of the Institute. There has been some skepticism about the effectiveness of the program in achieving depth of learning equal to that achieved in regular departmental curriculums, either overall or particularly in individual ILA courses. The Institute takes great pains to avoid sacrificing such depth.

Another dilemma has been to find time for broad systematic and comparative studies focusing on ideas rather than cultural epochs, and for more attention to the contemporary period and the bearing of past experience upon present problems. The Institute seeks to advance this kind of knowledge, yet such breadth and contemporaneousness cannot be substituted for a good grounding in Western history and thorough scholarship in a special area. Professor Beardslee feels that a fundamental reexamination of the ILA curriculum must soon be undertaken.

There have been two small changes in curriculum: (1) a course in methods of research in the humanities has been dropped because teaching such a course in isolation from specialized content made for an abstract, arid, futile syllabus; (2) the "Studies in the Western Tradition" seminars were originally 3 in number required and heavier in weight (about 20 or 25 hours during the first year), but this was found to be too severe a curtailment of a student's freedom to follow his own interests.

Florida State University: *Interdepartmental Doctoral Program in Humanities*

Chairman of Supervisory Committee, 1959–60: **Prof. Robert D. Miller,** ***Department of Philosophy***

Committee members: Chairmen of participating departments (Art, Classics, English, History, Modern Languages, Philosophy and Religion, Speech), and Mr. John Spratt, Instructor in the School of Music.

1. General and comparative remarks

The Florida State Humanities Program has grown out of the assumption that, in the humanities at least, creative research is likely to be cross-departmental, that cross-departmental research interests are valid research interests and should be encouraged, and that an interdepartmental doctoral program can be made a substantial program of graduate study. The Program should be thought of as a comprehensive program running from B.A. to Ph. D. In the future students will normally enter it directly after taking their B.A. degrees, although most have entered, so far, after taking an M.A. in a particular department. B.A. entrants are required to complete a regular departmental M.A. or its equivalent along the way. Thus the Program provides a departmental competence substantially in excess of the M.A. level. This insistence on departmental competence stems from a conviction that broad studies must rest on a solid departmental foundation.

Other curricular requirements and advisory practices lay relatively heavy stress upon breadth of perspective and coverage, both in an historical direction and, with distinctive weight, across the fields of the humanities. Two 2-semester Humanities courses form the core of the Program: the first an historical survey of the humanistic tradition in Western Civilization, the second a seminar devoted to various integrative, conceptual topics. In addition, the Supervisory Committee usually advises a student to take course work in at least one humanistic field with which he would otherwise remain unfamiliar (most often Music or Art). A student is also expected to fill in less extensive gaps in his learning through supplementary reading assigned informally. In his final, comprehensive examination, he is tested for expert knowledge of at least one area of learning only distantly related to his central interests. To gain such breadth, a student ordinarily must sacrifice some work in his field of concentration during his first two years in the program, and as a result usually is requested to take a few additional courses during the third year.

The center of interest in a typical individual program, as usual, spans and integrates material from three (sometimes four) departmental fields. However, more importance is attached to interdepartmental distribution of course work than in other doctoral programs, a student typically being advised to take as many as six courses in fields outside his M.A. major. This policy further reflects the Program's strong concern for ensuring broad cross-departmental perspective.

2. *Establishment, enrollments, degrees*

The Program has its roots in discussions of general education at the undergraduate level going back as far as 1936. Consideration of the methods and objectives of undergraduate and graduate education was particularly active at Florida State following its transformation into a co-educational State university in 1947. In 1952 a committee of department heads and key professors in the several humanities fields spent long hours in discussing the pros and cons of the traditional departmental doctoral programs. This committee recommended an interdepartmental doctoral program in the humanities. The recommendation was approved by the Graduate Council and the Program was authorized in 1956. It was put into operation during the 1956–57 academic year.

Five students entered the Program in September 1956, three more in 1957, and three more in 1958. Eight fellowships, made available to the Program in 1959 under the National Defense Graduate Fellowship Program, have caused a considerable expansion of enrollment in the current academic year. The first doctoral degrees, perhaps four, should be completed this year. Attrition among the first 11 entrants has been about average: 2 have apparently dropped out permanently, 2 have become inactive, and 1 completed a departmental doctorate elsewhere.

3. *Admission procedures and requirements; student characteristics*

The Supervisory Committee receives applications for admission and admits students provisionally to the Program. Admission to candidacy for the Ph. D. is, of course, granted only after the student has passed the several required examinations described below. In reviewing applications, the Committee looks for, but does not require, some breadth in students' undergraduate records. These records typically reveal a restlessness with departmental boundaries and a steady (not maverick) movement from one department to another indicative of widening interests.

4. Curriculum

a. Course requirements

In its curriculum, the Program permits many different emphases: comparative literature, the history of ideas, criticism in the arts, and other broad areas. Concentration will, of course, fall upon some facet of these larger fields. Aside from completing a departmental M.A., including a thesis, requirements for additional course work are a highly individual matter. Much depends on what a student's advisory committee thinks he needs, in the light of his previous background and training, his field of specialization, his particular area of concentration and research problem, his performance in the "qualifying" examination which he takes at the end of the first year, and his future plans and needs.

Two 2-semester courses offered by the Program itself are required. "The Humanistic Tradition" must be taken during the first year, and a seminar, "Basic Problems in the Humanities," must be taken during the second. The former is accepted in fulfillment of departmental M.A. requirements. Four other courses in the M.A. department are generally taken during the first year, making a total of six, and at least two more are taken during the second year. These eight courses are more than sufficient to meet minimum departmental M.A. major course requirements.[1] Requirements for additional course work in the same department are flexible and unspecified.

Course work outside the M.A. department typically consists of two courses in a related field (or fields) during the first year and a maximum of four such courses during the second. The "Basic Problems in the Humanities" seminar counts as additional outside work. This extra-departmental course work is spread across two fields—often three. Students follow their interests for the most part, but they are requested by the Supervisory Committee to fill in gaps in their learning either through formal course work or by supplementary reading. The Supervisory Committee usually advises students to fill in such gaps during their first year, even by sacrificing a little of the work in their major department at that stage to do so. This "filling in" usually means taking one course in Music, and often one in Art. The School of Music is receptive to the idea of creating an introductory graduate-level course to meet the needs of the Program in this respect. The Art Department feels rather that its existing period courses serve the purpose better. Students also work in several fields in "The Humanistic Tradition" seminar.

Most students need to exceed the minimum University doctoral course requirements substantially. Up to two courses per semester during the third year may be required by the Supervisory Committee, most often in the student's field of concentration. This additional load permits students to broaden their studies in the earlier years. Students taking joint degrees in the Humanities and a regular department should expect to do a considerable amount of extra work in the department concerned, although departmental course requirements may, with the consent of the department, be somewhat reduced to make room for Program requirements.

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[1] The minimum credit-hour load for the M.A. and Ph. D. has been reduced from 30 and 60, as prescribed in the 1959–1960 *Bulletin*, to 21 and 42. The normal minimum load in practice is 24 and 48 respectively, or 8 courses for the M.A. and 16 for the Ph. D.

b. Program courses

The seminar, "The Humanistic Tradition," is an historical survey of the humanistic tradition in Western Civilization. It aims at broadening understanding and filling in the gaps in students' knowledge, and at synthesizing the diverse elements of the humanistic tradition. Students in the Program are enthusiastic about the course. They find it valuable in that it gives them a chance to deal with humanistic areas with which they are unfamiliar. It brings them into close contact and extensive discussion with faculty and other students in all areas of the humanities, exposing them to diverse manifestations of similar ideas or attitudes. Thus it opens up vistas and encourages interfield explorations. Class meetings consist of lectures or papers and informal discussion. Usually several faculty members are present. Students prepare between 5 and 10 short, specific papers—e.g., a review of Renaissance painters' techniques, a study of architectural details, an analysis of a particular work or interpretation of a concept, etc. The course leads to a comprehensive examination testing the depth of students' understanding in all humanistic fields and historical periods. This examination is hereafter to be used as the Program's "qualifying" examination.

"Basic Problems in the Humanities" is a seminar devoted to varying broad integrative topics, selection of which depends upon the interests of the students. Discussion of broad concepts, such as "The Idea of Justice in Literature," "The Role of the Artist in Society," "Aesthetics and Theology," leads to individual study of specific aspects of each concept—for "The Idea of Justice," papers on Greek Tragedy, Job, Faulkner and others. About five papers are presented by each student during the first semester, about three during the second. There is no final examination.

c. Examinations

The Program requires students to take three general examinations. A "preliminary examination," given early in the first semester, attempts to discover the breadth of the beginning student's background and to locate his weak points. It is a written and oral examination, the oral part being simply a discussion of the written part between student and adviser. On the basis of the results of this examination the student is advised which courses to take and what supplementary reading to do.

The "qualifying examination" is to be identical with the final examination in the "Humanistic Traditions" seminar. It tests depth of comprehension in several fields and epochs.

The "comprehensive examination," given not later than the end of the first semester of the third year, is based primarily upon each student's particular interests. Only three students have taken this examination, so that it is still in an experimental stage. It lasts for three days and consists of six parts. The first part is a broad examination of factual knowledge, covering the whole humanistic tradition. The next four parts are intensive examinations of the student's major interests: One of these must be departmental and narrowly focused (e.g., Contemporary American Philosophy), and one must be broadly interdepartmental (e.g., Romanticism or the Enlightenment); the other two range between these extremes. At least one of these four parts must be closely related to the student's proposed field of research, and at least one must be fairly far afield. The four parts should cover quite distinct areas of learning, including several major epochs. However, they must not be chosen at random, but rather should have some bearing upon the focus of the student's interest. The sixth part of this examination is a scholarly essay.

d. Dissertation

Dissertations must be appropriately cross-departmental. Those in progress deal with Hegelianism and Thomas Wolfe, the influence of French Symbolists on Joyce's *Finnegan's Wake*, and Tillich's aesthetic theory and "protestant" literary criticism.

e. Typical program

In summary, a typical program would consist of half of the work in a particular department (e.g., French), two-thirds of the rest in two or three fields related to the program's focus (e.g., other contemporary Continental literature, contemporary art), and one-third in interdepartmental courses and courses only distantly related to the center of interest (e.g., Renaissance literature or philosophy). The center of interest in such a program would span two or three fields (e.g., symbolism in contemporary art and literature), and would become the subject of the dissertation. The final comprehensive examination would cover not only the whole spectrum of main interests but also at least one of the distantly related areas which the student has studied.

f. Directed study courses

At present, every student takes at least one directed reading course.

5. Teaching preparation and placement

Students are strongly advised to participate as observers in the undergraduate General Humanities course and in introductory departmental courses. As observers, they help the instructor in grading papers and preparing examinations, and may do some assistant teaching. Except for National Defense Graduate Fellows, it is expected that each doctoral candidate will serve as a graduate assistant for at least one semester.

It is also recommended that students take or audit the School of Education course, "Higher Education in America." An elective Humanities course "Teaching Humanities in General Education," is to be offered in 1959-60. It will deal with the "aims and objectives, organization, teaching methods, and evaluation of a humanities program in general education for the junior college, senior college, or university."

6. Organization, administration, costs

a. Staff coordination

Coordination among teaching staff and research advisers has never been a problem. Professor Herndon of the English Department and Professor Miller take charge of the two Program courses, but other staff members attend often, voluntarily. The few students in the Program have always been well known to the whole staff. Thus few full staff meetings are necessary. The Supervisory Committee meets on call. The influx of eight National Defense Graduate Fellows will probably necessitate more formal measures of coordination.

b. Advisory system

Students' programs are planned cooperatively during the first year between the Program and the M.A. department. Usually, the only extra-departmental course taken during the first year is the two-semester interdepartmental Humanities course, "The Humanistic Tradition." The student is advised to take departmental "movement" or period courses rather than courses of narrower focus.

Students should have discovered the direction of their interests by the beginning of the second year, and the second-year program should aim at developing these interests. Students plan their second-year work with Professor Miller, in conjunction with the chairman of the department of major interest. As soon as the student's interests are sharply enough defined—usually some time after the MA.—a Reading and Examining Committee, consisting generally of five faculty members (representing at least three fields and chaired by the student's major professor) plus a representative of the Supervisory Committee, is appointed to work directly with the student. This Committee prepares and administers the final written and oral comprehensive examination and advises the student in his preparation for the examination and in his dissertation research In practice, the student meets with his Committee as a whole at the time of its formation and once or twice thereafter.

c. Measures which are most effective

The most effective device for leading students to achieve broad and coherent perspective is the required cross-departmental course and seminar which they must take successively throughout their two years of course work. More such courses are contemplated, even courses cutting across just two fields. In the meantime, the habit of interdepartmental perspective is self-fostering, so that Humanities students have introduced a broadening element into departmental courses.

The intimate contact between staff and students made possible by small enrollment yields effective counseling. The needs of each student are well known to the Supervisory Committee so that it is able to make informal reading recommendations from the beginning. The several diagnostic devices are of further help in this respect: the preadmission review of undergraduate records, the preliminary examination given early in the first semester to discover weaknesses or gaps in a student's breadth of knowledge, and the "qualifying" examination, which probes for depth of understanding in several fields at the end of the first year.

The device which best ensures a strenuous effort of synthesis is the dissertation.

d. Costs and sources of support

The ratio between staff time devoted to work in the Program and the number of students enrolled is greater than in regular departments. The interdepartmental courses require much extra staff time and receive more voluntarily. Ideally, the Program would have more such courses. However, even with new interdepartmental courses, students will never do less than about 70 percent of their course work in regular departmental courses, a practice which lowers the cost of educating Program students well below the norm.

The marked increase in enrollment in 1959–60 as a consequence of taking on eight National Defense Fellows is going to have a perceptible impact upon participating departments—especially the Departments of English and Philosophy, whose course enrollments will go up considerably. Some regular courses now offered by these departments will probably be broadened and transformed into Humanities courses (e.g., Renaissance Literature). The Philosophy Department hopes to establish a chair of Oriental Studies partly as a contribution to the Program. The School of Music is likely to establish an introductory course for graduate students primarily because of the Program. In addition, all participating departments expect to make staff additions in the near future, but these must be made to take care of increased graduate and undergraduate enrollments in the departments themselves as well as in the Humanities Doctoral Program. Thus the future cost of the Program to these departments is problematic.

Heretofore, all the costs of the Program have been contributed by participating departments. Departmental course loads have been reduced in full compensation for faculty work (including advisory duties) contributed. This practice is to be continued. Funds received under the National Defense Graduate Fellowship Program will be used to expand departmental resources directly related to the Humanities Program.

7. *Faculty*

Some of the participating faculty members themselves have markedly cross-departmental research interests. The others participate willingly in the seminar discussions as representatives of their departmental specialties. Both types of research interests enrich the Program. No premium is put upon cross-departmental interests on the part of the faculty, since the Program is meant not to dispute the value of departmental specialization, but to provide a curriculum for students with broader research interests.

The Program has had the full support of all departments, whose chairmen have conscientiously considered its needs in making new faculty appointments. So far the Program has been small enough that meeting its needs has not caused serious inconvenience to any participating department.

8. *Strengths, weaknesses, changes and developments*

The strength of the Program lies in the full support of participating departments and the Graduate Dean and in the enthusiasm of its students. It did not become operable until this support was sure, and then only after very careful preparation, including long and thorough consideration of ends and means.

The Program has worked well on an informal basis, but will tend to lose its informal cohesion as it expands. It is likely that some administrative and advisory procedures will have to be put on a more formal basis.

Stanford University: *The Graduate Program in Humanities*

Director:* Associate Prof. Lawrence V. Ryan, *Department of English

Administrative Committee: **Prof. John W. Dodds, Executive Head, Special Programs in Humanities; Prof. George H. Knoles, Department of History; Prof. John L. Mothershead, Department of Philosophy; Prof. Brooks Otis, Executive Head, Department of Classics; Prof. Norman Philbrick, Executive Head, Department of Speech and Drama; Associate Prof. Lawrence V. Ryan; Prof. F. W. Strothmann, Executive Head, Department of Modern European Languages; Prof. Virgil K. Whitaker, Executive Head, Department of English.**

1. General and comparative remarks

The aim of the Stanford Graduate Humanities Program is to add the breadth of acquaintance with the vital and perennial traditions of Western Civilization to the depth of a regular departmental discipline, humanizing departmental scholarship by bringing to the scholar's attention the historical and philosophical ramifications of his special subject. In addition, it aims to produce university instructors who can approach and interpret their subject matter with special insight and breadth of understanding because of their humanistic training, and who are thus well qualified to teach in the variety of general educational courses and interdepartmental courses and programs in the humanities.

Like the Institute of the Liberal Arts at Emory University, Stanford's Program extends normally through the second and third years of graduate work. It is open to all students in the Department of Classics, English, History, Modern European Languages, Philosophy, and Speech and Drama. Unlike the ILA, Stanford's Program does not require its students to leave their regular departments. On the contrary, it requires them to continue working toward and to complete their departmental doctorates concurrently with their work in the Program.

Work in the Program consists of eight or nine quarter-courses, or about one year (three quarters) of course work. The Program courses may to varying extents be substituted for departmental minor requirements, but the Program entails at least a full extra quarter of course work for each student. Students must pass both regular departmental and special Program comprehensive examinations and write dissertations acceptable both to the department concerned and to the Program. They finally receive a joint Ph. D., awarded in "History and Humanities," "Philosophy and Humanities," etc. The Graduate Program in Humanities is thus not a substitute for traditional departmental Ph. D. programs. Rather, it supplements departmental work in the way that a "minor" supplements a "major," but it is more extensive than the typical minor and has a different purpose.

Except that it does not embrace the social sciences, Stanford's Program most closely resembles the Emory Institute of the Liberal Arts in coverage and approach. It does not attempt to provide broad "horizontal" coverage of the humanistic disciplines. The Departments of Art and Music do not participate in the Program or contribute to its staff, nor have doctoral candidates in Music (a Ph. D. in Art is not offered) sought to enter the Program—perhaps because their interests at this level are technical rather than broadly humanistic. Neither does the Program request its students to combine more than two departmental disciplines in their special areas of concentration, even though it does seek to produce scholars whose research transcends traditional departmental lines. The Program aims, not at broad cross-departmental coverage and not precisely at interdepartmental integration (in the sense that integration is an alternative to departmental specialization), but rather at a background of wide historical-philosophical awareness which will add due proportion and fruitful perspective to normal departmental studies.

This kind of intellectual awareness is provided by a required Humanities course-seminar sequence. This consists of six "Western Traditions" courses covering the major historical periods in Western Civilization and dealing with works of moral-intellectual significance in their philosophical, historical, and literary dimensions and implications; and of two broadly philosophical seminars dealing with basic humanistic problems, usually independently of particular historical epochs. The topic of one seminar is constant: "The Functions of a University and the Meaning of Education." These courses are offered in two-year cycles and are taken throughout a student's second and third years of course work. The emphasis upon historical coverage is clearly heavier than at Emory, and the requirement for broad, conceptual courses lighter. Nevertheless, the two programs have generally similar patterns of content and purpose.

2. *Establishment, enrollments, degrees*

The Program was inaugurated in 1953–54. It was conceived and guided during its first 4½ years by Professor F. W. Strothmann. The structure of the Program, the content of the "Western Traditions" courses, and the topics to be covered in the seminars were planned carefully in advance by the Administrative Committee, and have been reviewed constantly since.

Entering enrollments have run between 8 and 15 students. Enrollments in the Western Traditions courses, which are open by special permission to outside students, have been slightly higher. In a typical year (1956–57), 12 students entered the Program, 11 were actively engaged in completing the sequence of courses and seminars, and about 11 had already finished the Program course requirements. In June 1958, nine, and in June 1959, five more students completed the Humanities sequence. An average of six students annually have dropped out after enrolling in the "Western Traditions" course; the greater number of these have been persons who tried the Program for only one quarter and found it to be something other than what they were looking for. One Ph. D. has been awarded so far, in History and Humanities. Several degrees are nearing completion.

3. Admission procedures and requirements; student characteristics

Students apply to the Administrative Committee for admission to the Program after having been admitted to graduate work in a participating department. In general, students may apply at the end of the first year of graduate study at Stanford or elsewhere. Exceptionally promising candidates may be admitted at the beginning of their graduate work. Requirements are the same as those for admission to regular departments. Normally, anyone admitted as a fully qualified graduate student by a participating department may also enroll in the Program. All candidates for Program fellowships are interviewed, however, and fellowships are awarded competitively.

Students admitted to the Program generally are not intellectually superior (nor inferior) to regular departmental students, but they do generally have a capaciousness of interest and a humanistic (rather than scientific) bent in scholarship which are less in evidence among regular departmental students.

4. Curriculum

a. Course requirements

Since the Program is designed as a supplement to and not a substitute for departmental specialization, its first requirement is continued work in one of the six cooperating departments in accordance with the department's requirements. The requirements of these departments are such that there is little room for extra-departmental course work aside from the Humanities sequence. There is no feeling within the Program that departmental major loads ought to be reduced as an accommodation to the Program. Full departmental competence is the base upon which the Program builds.

Concurrently with their departmental course work, Program students take the sequence of eight quarter-courses in Humanities. The six courses in the "Western Traditions" series are the following: "The Classic Period" (Humanities 301), "The Classic Period" (302), "The Medieval Period" (303), "From the Renaissance to 1700" (304), "From 1700 to 1900" (305), "The Twentieth Century" (306). The two Humanities seminars, ("Basic Humanistic Problems" and "The Functions of a University and the Meaning of Education") usually take up topics which cut across the major epochs and lead students to a cognizance of the unity of knowledge. A final Program requirement of one additional graduate course outside the student's major department (which in some instances can be met within the framework of departmental requirements) ordinarily contributes precisely to the sort of added breadth which the Program aims at.

This work may to some extent serve as a substitute for departmental "minor" requirements. However, the typical minor concentration requires only six courses. Quantitatively, therefore, the Program adds the equivalent of at least a full quarter's work to the course requirements of each student. In practice, a number of students in the Program spend a full additional year in course work. Aside from course work, the Program requires a reading knowledge of one ancient language, a requirement which may place an added burden upon students in the History, Philosophy, and Speech and Drama Departments, which do not have this requirement.

b. Program courses

The "Western Traditions" sequence is offered in 2-year cycles; the two seminars are offered alternately during the autumn and spring quarters. Enrollments in the historical courses have been running about 20, in the seminars about 10 or 12. Each course is conducted by means of guided discussions. The historical courses have often been given by two professors simultaneously, a practice which has proved ideal if the two complement each other. Papers are required in the two seminars, and the "Western Traditions" courses require examinations and term research papers alternately. These term papers must draw their subjects and their bibliographies from an intellectual discipline other than the student's own departmental field (e.g., a historian might write on a metaphysical problem or on the problem of characterization in a novel).

Reading lists and syllabi in the Program's courses have undergone revision and adaptation to the interests of instructors and students, although the framework has remained constant. Reading lists of primary works are extensive for each course, but not so extensive that they cannot be studied intensively. An attempt is made to select significant works which are often neglected or else dealt with only for other than humanistic values. For example, the historical course in "The Medieval Period" during the spring quarter of 1958 dealt with the following 18 works: *The Song of Hildebrand*, *Beowulf*, *The Song of Roland*, Chrétien de Troyes' *Yvain*, Hartmann von Aue's *Hapless Henry*, *Tristan and Iseult*, Andreas Capellanus' *Art of Courtly Love*, Dante's *Vita Nuova* and *Divine Comedy* (*Inferno* and select cantos of the rest), Malory's *Morte d'Arthur*, Cassiodorus' *Institutes of Divine and Human Learning*, Aquinas' *De Ente et Essentia*, Richard of St. Victor's *Benjamin Minor*, Froissart's *Chronicles* (selections), Occam (*Selections*), Luther's *On Secular Authority*, Rabelais's *Gargantua and Pantagruel* (Books I and II), and More's *Utopia*. The seminar in "Basic Humanistic Problems" has dealt with such topics as "The Idea of Justice" and "The Theology and Philosophy of History."

The most informative statement of the Program's purposes, coverage, and approach is the following list of pedagogical aims, drawn up early in 1958 after a series of discussions between staff and students:

(1) To introduce students, in the basic course, to those works of the various historical periods which have contributed most significantly to the shaping of the Western traditions.

(2) To stress insight into the humanistic values of the works read over other values they may contain.

(3) To emphasize development of critical capacity in the student over acquisition of quantity of factual or background information.

(4) To study the selected works as intensively as possible in the time alloted to each; to assign a sufficient, but not a maximum, number of works for discussion and evaluation.

(5) To keep lecturing during the class meetings to a minimum and to devote most of the time to carefully guided discussion and criticism of the works under consideration.

(6) To place as much responsibility as possible upon the students for reporting on, analyzing, and discussing the works assigned. To make effective use of the special training and knowledge of superior individuals among the students.

(7) To call in experts and authorities on various subjects from time to time to lecture and to lead discussion; to double-staff the basic course whenever doing so will enhance the value of the course.

(8) To stress the ways in which the various humanistic disciplines contribute to the understanding of important works in the humanities; to provide training in basic techniques of the various humanistic disciplines.

(9) To provide students in the seminars with an opportunity to do research that demands integrated use of methods of the various humanistic disciplines.

(10) To keep all participating instructors, visiting lecturers, and graduate students informed of the aims of the individual courses and of the program as a whole.

c. Examinations

After a student has completed his Program courses he must take, independently of regular departmental examinations, a 4-hour comprehensive written examination covering the "Western Traditions" sequence. Usually the Program and departmental comprehensive examinations are taken at about the same time. Admission to candidacy for the doctorate must have the joint approval of the Program and a student's home department. A University oral examination, in which a faculty representative of the Program participates as one of the questioners, is taken sometime after a student has been admitted to candidacy.

d. Dissertation

Dissertation requirements are no less stringent than those of regular departments, and dissertations must satisfy both Program and departmental standards. Dissertation research typically is weighted in a single departmental field but approaches its subject from the perspective of a second. For example, some subjects of dissertations in progress are "Joris-Karl Huysmans and the Concept of Suffering" (French literature approached through Theology and Philosophy), "Virginia Woolf and the Individual's Inviolable Sense of Life" (English literature approached through Philosophy), and "A Criticism of the Dialogues Embodying the Platonic Definition of Knowledge" (Philosophy approached through literary analysis).

e. Typical programs

Students' programs consist of normal departmental major work and Humanities courses and seminars. Students generally have no room in their schedules for extra-departmental courses. Interests which lie too far afield to fall under the tent of either the departmental or the Program schedule must be pursued by a student on his own.

f. Directed study courses

Directed study or "reading" courses may be taken at the discretion and under the auspices of students' home departments.

5. Teaching preparation and placement

Teaching experience is voluntary, except in the Department of Modern Languages, but most students in the Program do some teaching in their home departments. In addition, about half of the students who complete the Program serve from 1 quarter to 1 year as paid teaching interns in the undergraduate Humanities program. These attend all lectures in a course, teach discussion sections, and meet frequently with the course's lecturers in regular weekly or biweekly staff meetings.

Reports about the performance of Program students now teaching elsewhere have been too few as yet to permit generalization. One student had the honor of being voted one of the three best teachers in the University of Oregon in 1959. Placement has not been a problem. Several first-rate universities have indicated their interest in graduates of the Program. Thirteen students had sought full-time teaching positions by September of 1959 and all had been satisfactorily placed, most in major universities throughout the country. In at least 10 cases, the positions were gained in part because of the students' training in the Program.

6. Organization, administration, costs

a. Staff coordination

A distinction must be drawn between the Program's Administrative Committee and its teaching staff. The Administrative Committee is a policy committee. It meets usually a couple of times per quarter to review curriculum, interview fellowship candidates and award fellowships, admit applicants, select teaching staff, etc. The teaching staff has been built up gradually. A Ford Foundation grant has permitted the Program to bring in many visiting professors to teach the various Program courses, but a sufficient minimum permanent staff from within the University has now been established. This staff consists of members of the Departments of Classics, English, Modern European Languages, and Philosophy. Others have served the Program in the past and may step in again when there is need. If possible, the permanent staff of the Program will be expanded in the future, for reasons mentioned in section eight below.

Although in the past no formal meetings were held, the teaching staff has begun to meet regularly this year to coordinate the various courses within the Program and to modify syllabi and comprehensive examinations in the light of the new statement of Program aims. There are also close informal contacts, and extensive consultations among those concerned about the content of particular courses.

b. Advisory system

Students' programs are determined automatically as far as the Graduate Program in Humanities is concerned. A student is required to take the six-course "Western Traditions" sequence, the two seminars, and one additional graduate course or seminar outside the major department. Aside from this work, he fulfills the requirements of the department in which he is enrolled. A 4-hour comprehensive examination covering the "Western Traditions" sequence is taken separately from regular departmental comprehensive examinations. Joint planning and counsel between the Humanities Program and a student's regular department first occur at the point of deciding upon a dissertation topic, which must be approved by both the Program and the department. The dissertation and its defense must finally have the Program's approval. The dissertation must be read by a member of the Administrative Committee or a member of the teaching staff of the Program, who is invariably chosen from a participating department other than the one in which the student is enrolled. Students are advised to begin the Humanities course sequence as early as possible during their second year of graduate work.

c. Measures which are most effective

The two mechanisms which the Program relies upon to achieve its purposes are the Humanities course-seminar sequence, which furnishes students with a critical appreciation of the main current of the Western Tradition, and the cross-departmental dissertation, in which the breadth of perspective gained through the Humanities courses is applied to a specific research problem.

d. Costs and sources of support

The direct cost of the Graduate Humanities Program is a relatively clear-cut calculation. Five Program courses annually entail a teaching load of eight courses (since the three historical courses are each usually taught by two men), and administrative duties require a third of the time of one additional faculty member. Although the Program courses are to some extent substituted for departmental minor course work, the Program is not large enough to permit the dropping of certain courses by any participating department. Thus the Program courses are an entirely extra expense.

The departmental loads of men teaching Humanities courses (or administering the Program), are reduced in proportionate compensation for this work; but the impact of this loss of staff time upon the departments has not yet been severe enough to necessitate in itself the appointment of additional faculty members. Departmental courses taught by the permanent staff of the Program are simply offered less frequently. Only the Departments of English and Modern European Languages have lost the equivalent of as much as one-half the time of one faculty member to the Program in any given year. Because of a grant from the Ford Foundation, the Program has been able to bring in several guest professors, which has lightened the burden upon departments. But under the terms of the grant, staffing must be provided from within the University beginning with the autumn quarter of 1961, and thus the participating departments are being taxed increasingly to carry on the Program with their own staffs.

The Program has paid for itself fully out of an eight-year grant from the Ford Foundation, which is scheduled to lapse after 1960–61. In addition to reimbursing departments for staff time contributed to the Program, the grant has also provided several substantial fellowships and scholarships, which have made the extra quarters of work required by the Program less of a sacrifice for their recipients. Indeed, all but 6 of the 27 students who have completed the Program to date have received some kind of financial aid from the grant.

7. *Faculty*

The members of the staff reflect the aims of the Program in their own studies and interests. They are deeply rooted in their own fields, but their departmental interests are combined with a broad interest in moral-intellectual issues which continually leads them back to pure philosophy.

Participating departments have been very cooperative, and there has been general acceptance of the Program's ends and means. The Program would probably have met with resistance had it sought some fixed reduction of departmental requirements for its students. The University has shown its interest in staffing the Program by two recent tenure appointments. Professor Brooks Otis of Hobart College became Executive Head of the Department of Classics in September 1958, and will teach the courses in "The Classic Period" beginning with the autumn quarter of 1959. Associate Professor Raymond Giraud of Yale University taught French and also the last two courses in the "Western Traditions" sequence in the winter and spring quarters of 1959.

8. *Strengths, weaknesses, changes and developments*

The suspicion that the Program is a substitute for, rather than a supplement to, a departmental program and lacks the rigor legitimately expected in a Ph. D. program has been gradually overcome. Every visiting professor has endorsed the principles embodied in the Humanities Program and has expressed surprise at the high quality of its students. One basis of this success is the great amount of extra work and time required to complete the joint Ph. D. The fact that 21 of the 27 students who have completed their course work to date received some kind of financial aid from the Ford Foundation grant suggests that unless they can receive such assistance, students are likely to be unwilling to make the sacrifice in time and money which participation in the Program entails.

The structure of the Program has proved quite satisfactory. Originally there was a three-quarter sequence of topical Humanities seminars, but the middle (winter quarter) seminar was abandoned in 1956–57 to ease the staffing burden and was replaced by the requirement for one course outside the major department. The only other major change has been a gradual reduction in length of course reading lists, so that key works may be read more attentively. The reexamination, early in 1958, of general and pedagogical aims has been mentioned in section 4(b) above.

For the future, although the Program's teaching staff is presently sufficient in a minimum sense, the Administrative Committee hopes to expand the permanent staff for two reasons. First, it wants to include members of the Departments of History and Speech and Drama. Second, it wants to introduce a larger number of instructors into the Program to provide for absences of staff members on sabbatical leave and for the desirable full double staffing of Humanities courses and seminars.

Syracuse University: *Humanities Program for the Preparation of College Teachers*

Coordinator for the Humanities Program:* Prof. Antonio Pace, *Department of Romance Languages

Committee members: Chairmen of the departments of the Humanities Division: Classics, English, Fine Arts (i.e., Art and Music History and Musicology: distinct from the Schools of Art, Architecture, and Music), Germanic Languages. Religion, Romance Languages, Slavic Languages. Adjuncts: Philosophy and History.

1. General and comparative remarks

The Humanities Program for the Preparation of College Teachers is the counterpart in Humanities of two other programs at Syracuse: the Ph. D. Program for the Preparation of College Teachers of Science, and the Doctor of Social Science Program in the Maxwell Graduate School of Citizenship and Public Affairs. All three programs were founded in the late 1940's to meet the need for college instructors with broad, cross-departmental training in the three major divisions of learning to teach in general and introductory divisional courses. Apart from their common origins and purposes, however, each of the programs has had its own conception and development.

The Humanities Program leads to a Ph. D. in Humanities. An M.A. in a traditional department is a prerequisite for admission. There are no other specific requirements for course work, except for the general University minimum requirement of 2 academic years. Nor are there any formal Program courses other than occasional, optional collaborative offerings on varying topics. Students prepare for qualifying or "preliminary" examinations by taking regular departmental courses and by independent study. Thus the core of the Program is the preliminary examination. This is drawn up individually for each student and covers five fields representing a well-defined interest. Students are advised to choose courses which will help them prepare for their examinations, but often their interests are defined late or change, or they deliberately do some work only distantly related to their central interest. The course work done prior to the preliminary examinations thus varies in quantity and diversity and is of secondary importance. The principal elements in the Program are the departmental M.A. foundation, achievement represented by success in the preliminary examination, and the dissertation.

The Program aims essentially at cross-departmental integration of study rather than broad historical and interdepartmental coverage. The preliminary examination and dissertation are conceived as a continuum in which a well-defined focus of interest is approached from the perspective of several departmental fields. The five fields of examination, two of which are fields normally chosen by doctoral candidates in the student's M.A. department and three of which are synthetic, cross-departmental fields, must all bear coherently upon the student's central interest. Breadth of coverage for the sake of breadth is not an objective, although the five fields necessarily cover a wide range of learning. The primary aim of the preliminary examination is to require an effort of synthesis and coordination on the part of the student in selecting and preparing for examination in five inter related fields of study. The dissertation is a further refinement of this achievement.

Since the Humanities Program has no courses of its own, it has no teaching staff, strictly speaking. For its student advisers, and for staff for the occasional Program course offerings and for the many directed reading courses which its students require, the Program relies primarily upon the faculty of the Humanities Division. It is not limited to the Division, however, and has sought and received the cooperation of members of the Departments of History, Philosophy (which at Syracuse University are classified as social sciences), and Anthropology, and the Schools of Art and Music. But the emphasis of the Program and the interests of its students have centered upon literature and the arts.

2. *Establishment, enrollments, degrees*

The Humanities Program was established in 1949–50 partly to cooperate with the School of Education in a program for college teacher preparation, partly to satisfy the demands (particularly lively in 1949 at Syracuse) of the general education movement, and partly in response to a widespread interest among the liberal arts faculty in facilitating interdepartmental studies. The Program began with three students, and enrollment has been growing slowly but steadily ever since. At present there are three or four more students actively enrolled than there were 5 years ago, and more of these are nearing completion of their doctorates.

On campus and working at present are nine students who have not yet passed their preliminary examinations. There are five other students actively enrolled who have passed their preliminary examinations, and three are well advanced toward completion of their degrees. Thus there is a total of 14 students actively enrolled in the Program.

A half-dozen others have become inactive without taking their examinations. Seven Ph. D. degrees have been awarded, one each in 1952, 1953, 1954, 1955, 1956, 1958, 1959.

3. Admission procedures and requirements; student characteristics

Students must have completed a regular departmental M.A. or its equivalent, either at Syracuse or another institution, and must meet general graduate school requirements. Beyond this, and most important, students must have the maverick interest which the Program is designed for and which it intends to encourage and develop. Students are usually interviewed before being admitted to the Program, so that the Coordinator can be sure their interests are genuine and they in turn can be sure the Program will give them what they want.

The caliber of students admitted to the Program is not generally better than average, since it is kind of interest rather than high intellectual caliber which is the criterion for admission. But it seems to take better than average intellectual caliber to survive in the Program. The casualty rate is high, probably because the work load and uncertainty involved in mastering and integrating relatively diverse fields of study are more than ordinarily taxing.

4. Curriculum

a. Course requirements

An attempt is made to make a coherent pattern of course work, preliminary examinations, and dissertation, but the five fields selected by the student for formal examination need not be backed up by relevant course work. A student's interests may change, or he may prepare for one of his examinations on his own. The fields chosen for the examination must represent a well-defined interest, but it often happens that the interest is not well defined when course work is scheduled. Thus, except that he must have completed a regular departmental M.A., a student may more or less fashion his course work to suit his interests. However, the earlier he can define his interests and select the fields upon which he will be examined, the more systematic can his choice of courses be.

The only quantitative course requirement is the University Ph. D. requirement of a minimum of 2 academic years of course work. The post-M.A. year of course work (i.e., the first year in the Program), may or may not include additional courses in the M.A. department, and the student may or may not need additional course work beyond the required 2-year minimum to prepare for his preliminary examinations. There are no Program requirements for breadth of coverage other than that which the five examination fields entail. Individual programs thus do not fall into any discernible general pattern.

b. Program courses

Other than occasional collaborative offerings, no courses are given by the Program itself. These collaborative courses, conducted by two or more faculty members, have been offered several times, in Romanticism, The Idea of the Picaresque, The Enlightenment, and other interdepartmental areas. In addition, faculty members are often prevailed upon to conduct reading courses adapted to the needs of individual Program students.

c. Examinations

The preliminary examination has been mentioned frequently above. It includes two major and three synthetic, cross-departmental supporting fields of study. The five fields must bear directly upon a well-defined focus of interest, and must constitute a coherent range of interdepartmental studies. Each field covers a period or genre or both together, a single major figure, or the like. Practicing musicians or artists may substitute a performance for one examination field. So far, one musician has done so.

d. Dissertation

Dissertations must reflect the cross-departmental perspective gained by students in preparing their synthetic fields, and they must conform to the best recognized standards of scholarly and critical achievement. At the Program's inception the question arose as to whether the rigor of traditional dissertation requirements should not be diminished in a Program emphasizing preparation for teaching, particularly in regard to original research. But Professor Edwin H. Cady, Coordinator for the Program until this year, and his associates consistently refused to alter traditional dissertation standards.

e. Typical programs

A typical individual program includes a mixture of formal course work, reading courses, and informally assigned independent study in preparation for the preliminary examinations. Two examples of preliminary examination-dissertation continuums are the following:

(1) Major field: German; dissertation: 19th century German medievalism; major fields of examination: Goethe, 20th century German literature; supporting fields: Victorian English (with particular reference to German influence), comparative study of German and English Romanticism, medieval epic.

(2) Major field: American Literature; dissertation: Romantic Irony in Hawthorne; major fields of examination: American Literature (two fields); supporting fields: Romanticism in England, Romanticism in Europe (especially Germany), Philosophy (Transcendentalism).

Of the 14 active students in the Program, the 5 who have passed their preliminary examinations are engaged in the following syntheses: (1) Fine Arts, Literature, Philosophy; (2) Literature, Philosophy, History; (3) American Literature, American History, Romance Literature (mainly Italian), in a dissertation on the impact of America on contemporary Italian culture and literature; (4) American Literature, History, Religion, in a dissertation on religious ideas in American Literature; (5) Contemporary English and American Literature, aesthetics, in a dissertation on James Joyce and theories of history. Of the other nine students, four are interested in Musicology and Fine Arts, one in American, English, and Spanish Literature, one in Religion and Literature, two in Literature and Philosophy, and one in Literature and Music.

f. Directed study courses

On the average, students in the Program do between 10 and 30 percent of their course work in directed reading courses. The proportion varies widely from student to student.

5. Teaching preparation and placement

Training and satisfactory performance in teaching are a formal Program requirement, but the requirement is waived in most cases for the many students who are already experienced teachers. Others must teach or assist under the direction and control of a senior professor in charge of an elementary general education or home department course, generally for one full year, and usually during the post-preliminary examination, dissertation year. A student may work in elementary courses in two departments if his interests are strong in both. For his work and consultation with the professor directing his course, the student earns one unit of academic credit per term, or about two credits for the apprenticeship year. A maximum of five credits may be accumulated. This apprentice experience is offered in the form of an informal seminar, described in the Graduate School Bulletin as follows:

> Humanities 201. *Teaching of Humanities in Higher Education.* (1) Seminar for graduate students who plan to teach in colleges and universities. The Humanities in modern college curriculum; purposes, kinds of programs, selection and organization of content, evaluation, professional growth of the Humanities teacher.

In addition, students ordinarily take actual charge of teaching classes for a couple of weeks during the year. After completing this apprenticeship, a student typically spends a year in full charge of a section, as a paid teaching assistant, working in close collaboration with an experienced instructor in the same course.

The emphasis in the Program has been primarily on research and scholarship, but the original concern for preparing teachers as well as scholars has remained strong. Successful teaching experience is still very much alive as a requirement, and one student has been asked to leave the Program primarily because his department was dissatisfied with his performance in teaching.

Graduates of the Program have had no trouble finding jobs and are now teaching in a variety of institutions throughout the country and abroad. They have advanced satisfactorily in rank, and most have continued active scholarly careers as evidenced by publications. Three have created general humanities courses, and one is attempting to do so. They have fulfilled expectations in every respect except one—their scholarly publications have so far been surprisingly cautious and conventional.

6. *Organization, administration, costs*

a. Staff coordination

Both teaching and advisory services are arranged for informally by the Coordinator for the Program. Faculty members participate in the Program on an occasional and ad hoc basis, either by collaborating in teaching a special cross-departmental course from time to time or in serving on students' advisory committees. The Coordinator alone has coordinated the work done in these capacities. His contacts with participating faculty and students have been close but informal. The Committee of departmental chairmen has seldom been formally convoked—only when important problems of policy have needed joint and formal consideration.

b. Advisory system

Until they are fairly sure of what fields they are going to work in, students plan their programs tentatively in consultation with the Program Coordinator. By taking courses in fields which interest them, students get to know participating professors and to define their interests more specifically. When a student's interests are well enough defined, an advisory committee of three professors representing his special fields is formed to examine him and advise him in his research. The Program Coordinator serves as an ex officio member of each committee. The point at which it becomes absolutely necessary to form a committee is at the time of the preliminary examinations, since the committee composes and evaluates them. Thereafter, the advisory committee continues to advise the student in his dissertation research.

c. Measures which are most effective

The most effective agent in leading students to develop their various syntheses of learning is the adviser. By and large, faculty members do not take on Program advisory duties unless they themselves have cross-departmental interests, and their insights and experience are communicated to their students. The next most effective device is the preliminary examination, which requires each student to define for himself the range and focus of his studies.

d. Costs and sources of support

The ratio of staff time to students enrolled in the Humanities Program is high in respect of advisement, examination, and especially supervision of research, because more faculty members are involved in overseeing the work of each student. The peculiar need of Program students for a high proportion of tailor-made reading courses also entails a high relative expense of staff time. On the other hand, in most of their course work Program students are widely enough dispersed among regular departmental courses that they can be absorbed without expanding the existing instructional capacity of the Division of Humanities.

Contributing faculty members receive no direct compensation for their work in the Program. Not only have research and dissertation advisers contributed their services over and above their regular departmental work, but all reading courses and the occasional Program courses are given on top of normal departmental teaching loads.

7. Faculty

Faculty members who have taken an active part in the Program have been men who find cross-departmental work stimulating and hence find the extra load more inspiring than burdensome. Although their training and interests have been shaped by traditional departmental boundaries, they are men who delight in exploring the diverse ramifications of their ideas and are not content to limit their studies within the traditional boundaries.

In making normal additions or replacements, departments have generally been cooperative in considering the needs of the Program and, other things being equal, favoring people who can make a contribution to the Program. But departments place priority upon bringing balance into their own faculties, with the result that filling gaps in the Program as a whole becomes a matter of subordinate consideration when appointments are made.

8. Strengths, weaknesses, changes and developments

Because it depends upon the willing services of a handful of individual faculty members, the Program is particularly strong in four major areas, medieval, 19th century, contemporary, and American studies, and weak in others. Students whose interests lie in areas in which the Program is weak must be advised against enrolling. These gaps in coverage cannot be filled systematically as long as the Program lacks a budget of its own.

A second weakness is the lack of courses designed specifically for Program students. Without these, the Program remains essentially an organizational device without a positive identity of its own. The main difficulty in setting up such courses has been to get faculty members to undertake the extra work involved, which can again be attributed to the lack of financial support.

One other development should be mentioned. Students originally were required to take a seminar in Higher Education given by the School of Education. This seminar is still formally required, but it was offered regularly for only 5 or 6 years, then infrequently, and now has not been given at all for the past 3 years.

University of Chicago: *History of Culture*

***Chairman:* O. J. Matthijs Jolles, Professor of German**

Committee members: **Paul Baender, Instructor in English and Humanities; George V. Bobrinskoy, Professor of Sanskrit; James L. Cate, Professor of Medieval History; Hans G. Güterbock, Professor of Hittitology; Franklin P. Johnson, Professor of Art; Donald F. Lach, Associate Professor of Modern History; Leonard B. Meyer, Associate Professor of Music; Robert E. Streeter, Professor of English.**

1. General and comparative remarks

The History of Culture Program is primarily a doctoral program, although the Committee on History of Culture offers both terminal and Ph. D.-preparatory M.A. programs. Few students take the terminal M.A. program, and it is presently being deemphasized. The second type of M.A. program is conceived as preparatory to doctoral work either under the Committee or in one of the departments of the Humanities Division. Roughly, only a sixth of the students take M.A. degrees in the Program. The Committee has come to feel that, in general, it is better for a student to have a departmental M.A. before beginning doctoral work in the Program. Most students have already completed an M.A. before entering the Program.

The purpose of the Committee is to make it possible for students in the Humanities Division to pursue programs involving a combination of cultural subject matters and disciplines not provided for in traditional (particularly Modern Language and History) departments. These programs permit students to combine and interrelate historical and cultural ideas and movements such as are studied separately in the departments of the Division, or to use disciplines such as are employed in the departments on subject matters not normally treated in the Division. The combination may involve either (1) ideas and movements that coexisted in a period or an area or region, or (2) theories and methods applied in different areas or periods. Programs involving the first kind of combination aim at knowledge of a period or area, the extent of the field of study varying with the number, scope, complexity, and importance of the movements in question. Programs involving the second kind of combination aim at knowledge of the evolution of a discipline in different cultures. Broadly speaking, the aim of programs of the first variety is knowledge of a specific period or area, while the aim of programs of the second variety is knowledge of the interplay of intellectual and cultural influences. Certain students are genuinely qualified for such a course of studies and by it are enabled to make valuable contributions to cultural and area studies which regular departmental requirements and restrictions would inhibit them from achieving. A proportionately large number of Program dissertations have been published as books.

Any combination of fields of study within the realm of Cultural History may be chosen. The Program is not limited to Western Civilization or the arts. Several students have worked in Near and Far Eastern Studies, and some concentrate upon subjects in the social sciences rather than the humanities. The only requirements for curricular content are that a program be unavailable through one of the regular departments and that it lead to competence in at least three, usually four, of six major disciplines: (1) literature, (2) art, (3) philosophy, (4) science, (5) religion, (6) politics and society. Doctoral students must also take two courses, and M.A. students one, in History of Culture designed specifically for students in the Program, and all students are required to take an appropriate course in bibliography and methods. Other than these courses, students do all of their course work in their fields of specialization, in whatever departments the appropriate courses may be found or devised. Doctoral students are admitted to candidacy on the basis of an examination covering three topics drawn from their special fields. The topics must have focus, coherence, and breadth enough to include four of the six major disciplines. M.A. examinations are designed to cover students' individual patterns of course work.

2. *Establishment, enrollments, degrees*

The History of Culture Program was inaugurated in 1932–33. The number of students enrolled under the Committee has varied in recent years between a minimum of 8 and a maximum of 20. At present there are 11 Ph. D. and 3 M.A. candidates in residence. Five students have passed their Qualifying Examinations and are engaged in writing their dissertations while teaching.

3. *Admission procedures and requirements; student characteristics*

An interested student must first consult the Chairman, then submit to the Committee a proposed program of study and a petition asking permission to follow this program toward either an M.A. or a Ph. D. degree. Students will not be admitted whose proposed subjects of study indicate that they will be better served by one of the departments in the Division of the Humanities. A conventional 4-year bachelor's degree representing an appropriate background for study under the Committee, or the passing of a bachelor's examination covering fields approved by the Committee, is a prerequisite for acceptance into the Program.

Students of less than the highest intellectual caliber are not admitted or are advised not to go on for the doctorate. Committee members are thorough experts in departmental fields and hence supervise comprehensive or integrative courses of study with a skepticism which lays particularly heavy demands upon students as to their work loads and performances.

4. Curriculum

a. Course requirements

M.A. students are required to take a minimum of nine quarter-courses prior to their final examination, two of which, in cultural theory and research methods, are specified. The remaining seven courses are closely related to the field of specialization, one usually involving the preparation of the M.A. essay itself. There are no fixed requirements for coverage.

Doctoral students are required to take a minimum of 9 courses beyond the M.A., or 18 courses beyond the B.A., prior to taking the Qualifying Examination. Their course work is done mainly in the field of specialization, to a great extent in informal reading courses. However, all doctoral students are required to take the seminar "Problems in History of Culture," and those who have not already done so must take the two courses required of M.A. candidates in the Program. In addition, doctoral students must gain competence, within their special fields, in at least three, usually four, of the major disciplines enumerated in section 1 above. These competencies are tested in the Qualifying Examination. After they have been admitted to candidacy for the Ph. D., students must complete a third year of course work, approximately nine courses, centered mainly on dissertation research, write their dissertations, and pass a final oral examination on the field of specialization and the thesis.

Minimum Program requirements do not quantitatively exceed normal minimum departmental requirements. In practice, however, M.A. students, depending on their preparation, often have to take larger than average course loads. The policy of the Committee is to urge doctoral students to finish their Qualifying Examinations as soon as possible. This typically takes something more than a year of course work beyond the M.A. Students then normally leave the University and finish their remaining course requirements in non-residence or during the summers.

b. Program courses

Aside from informal, elective reading courses, two integrative courses are offered by the committee itself. "Introduction to History of Culture" is given by the Chairman of the Committee and is required of all students (both M.A. and Ph. D.) during their first year in the Program. This course deals with historiography and the philosophy of history and is based on such texts as Richard P. McKeon, *Freedom and History;* R. G. Collingwood, *The Idea of History;* Jacob Burckhardt, *Force and Freedom;* Pieter Geyl, *Debates with Historians;* and others. Students prepare term papers analyzing a significant historical work in their particular fields. The seminar for doctoral students, "Problems in History of Culture," is conducted by members of the Committee, singly and in groups, and meets over a period of two quarters but carries only one quarter of credit. The required course in either "Methods of Literary Study" or "Historical Method" is taken in either the English or the History Department. These two "bibliography and methods" courses correspond most nearly with the needs of students in the Program.

c. Examinations

The Qualifying Examination for the Ph. D. is based on a reading list prepared by the student and his committee of advisers and approved by the Chairman of the Committee. The list normally contains 50 to 75 books dealing with selected topics in the student's special field. In addition, every list must contain a limited number of works dealing with history and history of culture in general. This list must be established, approved, and distributed among the examiners at least five weeks before the examination. The student must submit a statement concerning three topics he proposes for examination in his special field. The reading list and the topics proposed must be built around a well-formulated research focus and must be broad enough to include four of the six major disciplines in which competence is required. The written part of the Qualifying Examination is based on the reading list and topics proposed and is usually taken on 3 alternate days (3 hours each day) of 1 week. The oral part is conducted by the Committee as a whole, assisted by representatives of revelant departments, and probes weaknesses revealed in the written examination and the student's competence in his special field.

d. Dissertation and thesis

A master's essay is required of all M.A. candidates.

Doctoral candidates must fulfill the Divisional requirement that the dissertation make "an original contribution to the advancement of knowledge." Some dissertation topics and titles follow:

(a) European culture, history, philosophy, aesthetics, and social institutions: "German Corporatism and Its Social Background, 1800–1800"; "The Social Philosophy of the Saint-Simonians, 1825–1823"; "Emotion and Meaning in Music."

(b) Near and Far Eastern studies: "The Kingdom of Toledo under Bani Dhu'L-Nūn"; "The Rebellion of the Yellow Turbans"; "Russian Ideologies and the Messianism of the (Islamic and Hindu-Buddhist) Orient"; "K. N. Leontiev and His Theory of Aestheticism."

(c) Studies in American culture: "The Revolt from Success in the Novel of the Twenties"; "Anti-slavery Sentiment in the Culture of Chicago, 1844–1858."

e. Typical program

One student, whose tentative dissertation topic was "Some Aspects of the Impact of the Oxford Movement in America," prepared the following topics for the Qualifying Examination: (1) General Cultural History (4 works: Jacob Burckhardt, *Force and Freedom;* Karl Marx, *The Communist Manifesto;* Leo XIII, *De Rerum Novarum;* Jacques Barzun, "Cultural History: A Synthesis," in Fritz Stern (ed.), *Varieties of History*); (2) History of American Christianity (18 works); (3) American History (18 works); (4) American Literature (16 works).

f. Directed study courses

Reading courses generally constitute a large proportion of students' course work. Although students take formal departmental courses as far as possible, some find it necessary to work almost exclusively in ad hoc reading courses arranged by the Committee with individual professors able and willing to offer the special course required. Many of these courses are taken under the direction of the student's principal adviser or other members of his advisory committee.

5. Teaching preparation and placement

Since almost all former students are presently engaged in teaching and have no trouble in finding positions in regular departments, professional preparation for college teaching has not been a major concern of the Program. The integrative training of Committee students enables them to explore uncommon areas and methods of scholarship and to make fruitful contributions to learning in their departmental fields.

6. Organization, administration, costs

a. Staff coordination

Full staff meetings are rare. The Committee Chairman handles administrative matters personally, contacting other Committee members, or students' advisers who are not on the Committee, personally or by memorandum as the need arises.

b. Advisory system

Students entering a program leading to the master's degree first consult the Chairman, who assigns them to an ad hoc committee of three advisers, including a principal adviser, representative of their particular interests. They are then guided by this committee in the organization of their work, in the selection of appropriate courses offered by various departments (either as formal courses or as informal reading courses), in the formulation of their essay topics and the preparation of the essays, and in the topical integration of their studies. All programs of courses must be approved by the Committee Chairman. The final examinations, which are taken no earlier than 2 months after a student's essay has been accepted by his adviser, cover seven selected and two required courses: "Introduction to History of Culture," and either "Introduction to the Methods of Literary Study" or "Laboratory Course in Historical Method." Individual programs vary widely.

Students entering the doctoral program are also assigned to an ad hoc committee of advisers, including a principal adviser. These advisory committees consist usually of three faculty members selected from the University at large who are willing to serve the Committee in this capacity. Their membership is seldom wholly composed of Committee members, but there is always at least one representative of the Committee on each. Doctoral students first define their field of specialization and its component subfields in consultation with the Chairman of the Committee and with their committees of advisers. Their proposed programs must be approved by all members of the Committee on History of Culture. They are urged to take the Ph. D. Qualifying Examination as soon as possible after the completion of nine courses beyond their M.A. degree.

The Committee on History of Culture as a whole must give official approval of a written statement by the student setting forth his plan for the dissertation, including a definition of the subject and specific issue or "thesis," an account of the existing state of scholarship on the subject and proof that the proposed investigation will make an original contribution to knowledge; a selective bibliography of primary and secondary sources; and a tentative list of divisions or chapters. The dissertation must be approved by all members of the student's advisory committee before the final oral examination. This final examination is conducted by members of the Committee on History of Culture, assisted by representatives of relevant departments, and turns chiefly on a defense by the student of the methods and conclusions of his dissertation. It may lead to a request for revisions in the dissertation before official approval of the doctorate.

c. Measures which are most effective

The most effective administrative device in leading students to achieve the sort of synthesis of learning which the Program aims at is, at the Ph. D. level, the Qualifying Examination, which, by compelling students to define and analyze their fields of specialization, gives focus and limit to their studies from the start. For both M.A. and Ph. D. students, the course in "Introduction to History of Culture" provides orientation in historiography and the philosophical bases of the writing of history. Candidates for the M.A. must bring together the various parts of their learning in writing their master's essays.

d. Costs and sources of support

The Committee has no budget of its own. All the work on the part of its members and other participants, including administration, advising, reading courses, and supervision of research, has to be contributed voluntarily and beyond undiminished departmental duties. At present, enrollment in the Program taxes available staff time to the limits of capacity and could not be increased unless some means were found to free some professors in widely separated fields for advanced courses and individual work with students.

7. Faculty

Participating professors are for the most part experts in single departmental fields. However, the University faculty has had long experience with a variety of interdisciplinary committees and programs, and thus is generally familiar with the kind of work done by students in the History of Culture Program. For the Committee's purposes, a rich reservoir of the right kind of talent already exists among the faculty of the Division. The only problem has been to draw upon it without becoming too great a burden.

8. Strengths, weaknesses, changes and developments

The strength of the Committee lies, (a) in the guiding principle, which enables qualified students to pursue an integrated interdepartmental program of studies by combining breadth and flexibility with the essential scholarly thoroughness of detailed and particular investigations; and (b) in the unique human and material resources of the University of Chicago made available to students under the Committee to a degree hardly to be obtained by students in individual departments.

The weakness of the Committee lies in the lack of appropriate financial resources. An effective expansion of the Program has been planned, but depends on a greater number of available instructors, and a greater number of adequate scholarships to attract qualified students.

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Master's
Degree
Programs

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Florida State University: *Humanities Master's Degree Program for Junior College Instructors*

Chairman:* Prof. Raymond E. Schultz, *School of Education (General Coordinator for all Junior College programs)

Committee members: **Prof. Sarah Herndon, Department of English, Chairman of Undergraduate Humanities Program; Prof. Robert D. Miller, Department of Philosophy, Chairman of Humanities Doctoral Program Supervisory Committee.**

The M.A. Program for Junior College Instructors, which is being offered for the first time in 1959-60, is an entirely separate, terminal M.A. program. All departments of Florida State University offering subjects commonly taught in junior colleges participate with the School of Education in offering the program.

Students in the Humanities M.A. Program are required to take at least 8 courses (24 semester hours) of graduate work in the humanities area, including "The Humanistic Tradition," the two-semester course given by the Interdepartmental Doctoral Program in Humanities. The use of this course by the M.A. Program, and the appointment of the Chairman of the Interdepartmental Doctoral Program to the Committee for the M.A. Program, are the only connection between the two programs. The other six courses which students are required to take in the humanities area are selected in accordance with each student's undergraduate preparation, so that the combination of undergraduate and graduate courses provides a concentration of courses from the several departmental fields in either the Greek, Renaissance, or Modern period of Western Civilization, and includes minor coverage of the others.

Students are required, in addition, to elect at least 3 courses (9 semester hours) or at most 4 courses (12 semester hours) of graduate work in professional preparation for teaching. (If three, they must take a ninth course in the humanities.) In meeting this part of the M.A. requirements, students must take "Teaching Humanities in General Education," which is a new course intended to provide an "internship" experience for students in the Program. Since the general University requirement for the M.A. programs for Junior College Instructors is 5 courses (15 semester hours) in professional preparation either at the graduate or undergraduate level, students will have to take enough extra work in Education to make up any deficiencies in their backgrounds.

Each candidate is assigned two advisers, one of whom comes from the field of Junior College Education. Candidates will be tested finally in individual comprehensive examinations distinct from the course examination in "The Humanistic Tradition." A thesis will not be required.

Hofstra College: *M.A. in Humanities Program*

***Chairman:* Malcolm H. Preston, Chairman of the Department of Fine Arts and of the Division of Humanities**

Steering Committee: Henry A. Acres, Assistant Professor of English and Adviser to students in the Humanities Program; Hyman Lichtenstein, Associate Dean of the Evening Program; Robert E. Myron, Assistant Professor of Fine Arts; Albert Tepper, Associate Professor of Music.

1. General and comparative remarks

Students were first admitted into the Hofstra College Humanities Program in the spring semester of 1959, and the basic two-semester course in the Program is being offered for the first time in 1959–60. The Program is thus in a state of formulation and experiment. Its objectives, organization, and curriculum are tentative at present and, in some respects, not yet fully defined.

The aim of the M.A. in Humanities Program is partly to enhance the student's appreciation of the aesthetic qualities of the major arts but more importantly to investigate the elements in common among typical contemporaneous works of the major art-forms, particularly those of the Early European Renaissance. In addition, since the Program was established primarily for the benefit of high school teachers in the adjacent communities, and since most of its students are teaching concurrently with their graduate studies, the Program seeks to enlarge and to fill in gaps in the academic and professional competencies of these students.

The Humanities Program itself offers four courses designed specificially for students in the Program and makes available a coordinated schedule of courses elected from the offerings of regular departments both within and outside of the Division of Humanities. The Division of Humanities includes the Departments of English and Journalism, Drama and Speech, Fine Arts, Foreign Languages and Literature (including Comparative Literature), and Music. The Departments of History and Philosophy are in the Division of the Social Sciences, but offer courses appropriate to the Humanities Program and are cooperating closely with it. None of these departments offers an M.A. degree itself, but most have been offering some graduate courses for qualified students registered in other departmental graduate programs. The Division of Social Sciences offers an M.A. in Social Science, and the Departments of English and of Foreign Languages and Literature offered M.A. programs but discontinued them 3 or 4 years ago.

Students in the Program will take 33 semester hours of course work (11 courses), of which 4 (a 2-semester course, "The Arts of the Renaissance"; "Philosophy of Criticism"; and a course, devoted to the writing of the master's essay) are to be required. Of the other courses, at least 4 (i.e., 12 semester hours of course work) must be taken in departments of the Humanities Division, and no more than 3 (or 9 semester-hours) may be taken outside of the Division. No more than 4 courses (or 12 semester-hours) may be taken in a single department in the Humanities Division, and no more than 2 courses (or 6 semester-hours) in any single division other than Humanities. Thus, as many as six semester hours may be, and often are, elected from the offerings of the Division of Education. The effect of these numerical requirements is to emphasize the arts rather than philosophical, historical, sociological, or political studies, but to permit some attention to these; to limit a student to not more than four of seven elective courses in any one department; and to draw a student's attention to the Renaissance period. This last effect is strengthened by the further requirement that the master's essay deal in some way with that period. The general direction of the Program permits a variety of qualifications to meet the various needs of individual students.

In its approach, the Humanities Program will emphasize the arts, specifically the major art-forms, as exemplified by important and typical works, and establish those criteria necessary for making value judgments. As far as individual needs permit, it will seek to give every student some acquaintance with all of the major arts and to prevent an overly narrow focus upon any single departmental field or historical period. Its objective is broad, integrated acquaintance with the major humanistic, especially artistic, disciplines, rather than specialized mastery of a particular area of concentration.

2. *Establishment, enrollments, degrees*

The Humanities Program was conceived during 1958 by Professor Raymond W. Short, then Chairman of the Division of Humanities, as a means of meeting the growing demand, chiefly on the part of teachers in local high schools, for an academic M.A. program in humanistic fields. This pressure grew out of a desire for advanced study in the humanities and a professional need for 30 semester hours of work beyond the B.A. degree, (required for the Permanent Teaching Certificate).

The Division did not want to institute M.A. programs in the separate departments. It had offered such programs in the past, but had found them self-contradictory and uneconomic: high school teachers were not prepared or willing to do the intense work required for a research-oriented program, and graduates of Hofstra College who wanted such a program could easily attend one of the nearby universities (which were better qualified to offer it than Hofstra); and since research-oriented programs were unnecessary, there was no use maintaining a large schedule of graduate course offerings in any single department, especially since the policy of sending research students elsewhere caused a drop in graduate enrollments. But the demand for an academic M.A. program has grown considerably in recent years in the fast-growing community surrounding Hofstra, with its college-preparatory high schools, and some economic means of meeting this demand had to be found. A general humanities program, drawing on the course offerings of all relevant departments, seemed both the most economic and the best academic solution.

While the idea of the Program was developing, plans were also being made for a cross-departmental humanities course on the graduate level as a service to graduate students in the Division of Education. Professors Myron (Fine Arts) and Tepper (Music) had entered into cooperative teaching arrangements in the past, and in the fall of 1958 were planning a formal graduate humanities course combining art, music, and literature and covering the Renaissance period. Their proposed 2-semester course was incorporated into the Humanities Program as its core, and the Program was first announced in the College *Bulletin* of February, 1959.

Applications began arriving immediately, and students were admitted into the Program for the spring semester, 1959, even though the core course was not offered until the following autumn. In the fall semester of 1959 there were approximately 25 students enrolled in the Program. All except two of these are part-time students, most taking six or nine semester hours of work at night or on Saturday.

3. *Admission procedures and requirements; student characteristics*

No special prerequisites other than a satisfactory undergraduate record are necessary. Students generally have majored as undergraduates in Education or in one of the humanistic departments, or both. Most are high school teachers who have completed all or most of the Education requirements for the Provisional Teaching Certificate and are seeking to fulfill Permanent Certificate requirements, and to enhance their status as teachers by earning an M.A. degree. Although they have chosen to do their graduate work in Humanities rather than Education, most also desire some work in Education for vocational reasons, and so take 6 semester hours of course work (the maximum amount allowed in the Program) in Education courses.

4. *Curriculum*

a. Course requirements

The course requirements of the Program have been described in section 1 above. They include the required two-semester course in "The Arts of the Renaissance" and one other required course in "Philosophy of Criticism." These three courses are designed to give the student a broad familiarity with the major art-forms and with the criteria for making value judgments in them. A fourth course, "Comparative Literature of the Renaissance," is projected. Each student will thus eventually be required to examine the art, music, and literature of one great period (perhaps not always the Renaissance) in the light of each of the others, and to note how the creative expressions are related manifestations of the time. The course in criticism is not limited to the Renaissance period. The remaining seven (eventually six) courses,—other than that in preparation of the master's essay—are electives. These are selected according to the particular needs of each student and follow no set pattern except that at least four must be taken in the departments of the Humanities Division (i.e., Drama, English, Fine Arts, Foreign Languages—including Comparative Literature, and Music) and no more than two may be taken in any other single Division (the Division of Education in particular).

In general, the policy of the Program is to permit a student to take as many as four of his elective courses in the departmental field in which he intends to, or already does, teach, but to advise him against such concentration if his background has been sufficiently strong in that field. In any event, at least two disciplines will have to be covered in the electives and integrally brought to bear upon the subject of the master's essay. Students who are already well prepared in a single departmental field will be encouraged to do most of their work in other departments, even to take one or more courses in subjects far removed from the area of their central interests, in order to gain breadth of knowledge and to sharpen their competence in integrating normally disparate subjects of study. In short, each program must be devised in the light of a student's background and personal and vocational aims, but must also conform as far as possible to the master principle of the Program: broad study of the major art-forms and the historical milieus in which they flourish.

b. Program courses

The 2-semester course, "The Arts of the Renaissance," is a systematic presentation of the major art-forms of the Renaissance. During the fall semester the course concentrates upon the 14th and 15th centuries, with emphasis upon the visual arts, but with constant reference to work in the other art-forms and to the historical and social background. During the spring semester, the focus falls upon the 16th century and emphasizes the music of the period, with similar reference to the rest. The fall semester course is taught by a professor of Art, and the spring semester course by a professor of Music. Each will enlist the services of guest lecturers from the other departments of the Division and from the Departments of History and Philosophy as well. Reading lists are about equally divided between historical and original works. Two papers are required each semester, which must deal with problems concerning the art-form central to each course but must also involve consideration of another discipline. The course is conducted as a lecture course. Final examinations are given each semester.

The course, "Philosophy of Criticism," explores the criteria for making value judgments in the major arts and includes a survey of contemporary art criticism; it considers the nature of art in general and the kinds and functions of criticism. It is being developed for the spring semester of 1960 in order to fill in a gap in available graduate course offerings (most of which are "period" courses) and to provide students in the M.A. in the Humanities Program with a systematic introduction to the principles and methods of aesthetic judgment.

c. Examinations

The student may take his comprehensive examination at any time during or after his final semester of class work. The examination, which will probably be a 3-hour written examination, will be composed to accord with the individual student's program and will pertain broadly to the humanities rather than specifically to a single discipline.

d. Essay

Each department will appoint one of its faculty members (the Department of Foreign Languages one for each language) to act as adviser to students in the Program for their work in the course devoted to the master's essay. Every candidate will be required to write an essay of 7,000 to 8,000 words which will resemble the master's thesis in carefulness of scholarship but will be an interpretative essay rather than a report of original research. The subject of the essay will ordinarily be drawn from the Renaissance period, and treatment of it will have to involve more than a single discipline.

e. Typical programs

Individual programs are devised in the light of the student's background, his vocational interests and needs, and the objectives of the Humanities Program. For example, for a teacher of Latin with a strong background in that subject and a vocational need for some training in guidance and an interest in French, the following curriculum has been projected:

Curriculum	*Hours*
The 4 Humanities courses	12
French graduate courses	9
Comparative Literature	3
Guidance	2
Transfer credits in Education	4
Master's Essay	3

For a teacher of English, who entered the Program before "Philosophy of Criticism" was made a requirement, the following curriculum has been projected:

Curriculum	*Hours*
"The Arts of the Renaissance"	6
Four courses in English	12
Two courses in Music	6
One course in Fine Arts	3
One course in Education	3
Master's Essay	3

f. Directed study courses

No special individual reading courses are available other than "Master's Essay."

5. Teaching preparation and placement

No training or preparation for teaching is required under the Humanities Program, but nearly all students in the Program are vocationally interested in high school teaching and elect to take one or two courses from the Division of Education in vocational subjects pertinent to their individual careers (e.g., in Guidance or Administration). Up to 6 semester-hours of such work may be credited toward the M.A. in Humanities. The Program has had no experience as yet in placement.

6. Organization, administration, costs

a. Staff coordination

The Steering Committee has worked together informally but closely in planning the Program, and Professors Myron and Tepper have developed and are teaching "The Arts in the Renaissance" on the basis of past experience with cooperative teaching arrangements and cross-departmental course content. Faculty members of all relevant departments are being brought into association with the Program as the prospects of needing their services arise.

b. Advisory system

Students outline their programs in consultation with the Adviser for the Program at the time of their entrance. Thereafter they consult with him as necessary, primarily if they should want to revise their programs. The essay adviser has been mentioned in section 4 (d) above.

c. Measures which are most effective

The Program lacks the experience to make an assessment of the relative merits of its various parts.

d. Costs and sources of support

The direct annual cost of the Program amounts at present to the staff time given to the Program courses—i.e., a teaching load of three courses. The regular departmental teaching loads of the contributing faculty members are reduced in full compensation for this work. The loss to the contributing departments is negligible and is met by omitting one of the courses that the particular instructor would otherwise have given—an omission which is easily made up in a subsequent semester.

In the remainder of their course work, Program students have been taken without difficulty into existing regular departmental courses. Most students are taking only one or two courses in addition to "The Arts in the Renaissance," and so far have done nothing more than bring enrollments in a few particularly appropriate departmental courses closer to an optimum level. The Program can grow much larger before its needs are too great to be met by the present College faculty. Departmental course offerings are flexible at Hofstra and can be adjusted to meet changing demands.

7. Faculty

The Program courses are taught by men interested and experienced in integrated, cross-departmental teaching and research. The Chairman is seeking to bring other faculty members with similar interests into association with the Program, either as essay advisers or as instructors in courses devised especially for Program students. However, the needs of students in the Program are to a great extent well met in regular departmental courses taught by men whose interests do not range far beyond their own departmental fields.

There has been no significant opposition to or skepticism about the Program among the faculty of the College. Related departments have been wholeheartedly cooperative in ordering books and planning new or modified courses needed by the Program. The support of the administration, which has decided to encourage such programs and has created two scholarships for the Humanities Program, should also be mentioned.

8. Strengths, weaknesses, changes and developments

There is little to be said under this heading at present. If it seems advisable in the future, core courses similar in character to "The Arts of the Renaissance" will be added. These might be in "The Twentieth

Century," "The Classic Period," or another general area. Such additional courses are not felt to be necessary at present, since students are introduced in the Renaissance course to a method by which they can themselves thereafter interrelate the arts and socio-moral climate of any period. If courses of this nature are added in the future, students will be required to take only one of them, electing whichever one best suits their interests, background, and professional aims.

San Francisco State College: *General Humanities Program*

Chairman of Humanities Division: Prof. Elias T. Arnesen

Graduate Staff: Associate Prof. Matthew B. Evans (Chairman of Humanities Department), Assistant Prof. Christy M. Taylor (Humanities Program Adviser), Prof. Joseph Axelrod, Assistant Prof. Edward B. Kaufmann, Assistant Prof. Herbert L. Kauffman, Associate Prof. James H. Stone.

1. General and comparative remarks

The San Francisco State College General Humanities Program is an M.A. program offered by the Department of Humanities in cooperation with the other departments of the Division of Humanities (i.e., English Literature, Foreign Langauges, and Philosophy). Among these, only the English Department offers an M.A. The College does not offer a Ph. D. The faculty is divisional rather than departmental in outlook and assignment; all members of the divisional staff have had experience teaching in the undergraduate introductory Humanities course; and all have been appointed with an eye on their ability to contribute to the purposes of the Humanities Program. Students in the Humanities Department take 60 percent of their courses in the other departments of the Division. In effect, the Program has been created out of and makes use of the resources of the entire Humanities Division.

The M.A. Program is based on the assumption that its graduates will teach in State junior colleges. Eligibility for such teaching requires a junior college or general secondary teaching credential, and most students in the Program either have, or are working concurrently (in the Division of Education) for, a teaching credential. The Program aims to give its students an integrated grasp of the several arts, literature, and philosophy which will prepare them to teach in general education courses designed to cut across the boundaries traditionally set up between humanistic fields. It does this by directing students' attention to the kinds of relations which the subjects of study have in common with whatever is primary to all of them, rather than their accidental, departmental qualities. In addition, the Program requires, as a culminating experience, a course in the theory and practice of teaching an integrated college humanities course.

Aside from the teaching course, the Humanities curriculum has three main parts: (1) a block of three Humanities seminars, offered by the Department itself, designed to imbue students with an understanding of integrative purposes and methods; (2) a block of three courses in literature; and (3) a block of three courses in philosophical concepts and intellectual history. Blocks two and three reflect the fact that most beginning humanities teachers teach courses in literature or intellectual history. Block one, the heart of the Program, includes all the arts and philosophy and approaches its subjects of study humanistically rather than departmentally. Its interest lies in concept and method rather than any specific historical coverage.

2. *Establishment, enrollments, degrees*

The idea of integrated courses in the humanities and the practice of integration in the Humanities Division has always been strong at San Francisco State College. Faculty usually teach in more than a single field, and all have often taught in the sophomore Humanities course, "A Study of Life Values." The College thus was well equipped and more than willing to establish an M.A. Humanities program when the recent rescinding of a State prohibition against the establishment of nonvocational liberal arts programs in State colleges outside the University (i.e., programs not leading to a teaching credential) first permitted it to do so. Such a program seemed amply justified in view of a growing and changing demand for junior college teachers (discussed in section 5 below), and the planning stage of the program included many discussions and conferences with junior college officials in an attempt to find out just what they were looking for.

The Program was inaugurated in the spring semester of 1957 and 42 students were actively enrolled during 1958–59. Two M.A. degrees were awarded in 1958, two in June 1959, and at least four more were being completed in the summer of 1959.

3. *Admission procedures and requirements; student characteristics*

Applicants' undergraduate records should show a concentration in at least one and a reasonable familarity with at least two other of the following fields: literature, philosophy, the arts (particularly the history and appreciation of painting, music, etc.), and history. Work in other fields may be given consideration as evidence of background appropriate to the general humanities program, but experience has been that students with non-humanities backgrounds do not have satisfactory ability or adequate frame of reference to do the work of the Program. Thus those without strong humanities backgrounds will be asked to take one or even two preliminary, noncredit semesters of humanities courses under the supervision of the Humanities staff. Additional preparation in literature, philosophy, or the arts will also be required for students whose undergraduate training seems deficient in any respect. Students whose records do not show work in the history of Western Civilization will be required to take "Readings in the History of Civilization" over and above their course work in the Program.

All applicants are interviewed by Professor Taylor, the Humanities Program Adviser. Candidates are admitted provisionally on the basis of their undergraduate records and the results of the interview. "An Introduction to Graduate Study," taken by all students during their first semester in the Program, serves in part the function of screening candidates. On the basis of their performance in this Humanities course, students are often requested to take additional course work, and some are advised to drop out of the Program.

Students in the Program tend to score high on the Graduate Record Examination—that is, they seem to be better than average students. They also give the impression of having broader than average interests. Too often this breadth is unaccompanied by academic staying-power, a defect among applicants to the Program which new, more stringent admission policies seek to remedy.

4. Curriculum

a. Course requirements

Aside from making up deficiencies in undergraduate preparation, the minimum M.A. program consists of 30 units (at least 15 on the graduate level) of course work, or 10 courses. These are distributed in three blocks as described in section 1 above. Three of a student's 10 courses are a fixed requirement (i.e., an introductory and an advanced Humanities course and the course in teaching college humanities); the remaining seven may be elected within the three-block framework. In choosing the electives, some attempt is made to achieve breadth of coverage both across departmental fields and across historical epochs, but broad coverage is considered less important than integrative understanding of the humanistic disciplines. The aim is to build a program around the focus of a student's interests. The main problem is not to broaden students' work, but to define its focus and give it coherence. As for creative arts courses, the Department prefers not to make room for these in its curriculum.

Electives are rarely taken outside of the Humanities Division(i.e., the Departments of English Literature, Foreign Languages, Humanities, and Philosophy). On the one hand, course offerings in the other departments of the Division are generally well adapted to the needs of Humanities students; on the other, offerings in departments outside the Division are generally not suitable. Courses in the Departments of Art and Music (in the Division of Creative Arts) are oriented toward performance, and in History (Division of Social Science) toward social, political, and economic affairs. There are no Departments of Classics or Religion. In compensation, Humanities courses include the appropriate study of art and music, and the Departments of Humanities and Philosophy offer sufficient course work in the kind of study required under block three. The requirement under block two for studies in literature is met by work in the Departments of English and Foreign Languages. Thus course offerings appropriate to the Program are exactly coextensive with the offerings of the Division.

Minimum course requirements for a normal departmental M.A. are 18 units in the major field and 12 in a related field, or quantitatively the same as those for the M.A. in Humanities. However, the "related field" requirement does not apply in Humanities, since blocks two and three are regarded as integral major requirements. In practice, students have not generally been requested to take more than 30 units of course work to complete the Program, but there is a growing disposition to request them to take more than the minimum course load. This tendency holds also in the English Department. The normal student course load is 9 or 12 units per semester, depending on a student's circumstances, so that one never completes the Program in two semesters. Students generally take a year and a half or 2 years to finish their work.

b. Program courses

The three Humanities courses required under block one (aside from the teaching course, which is described in section 5 below) are all conducted as seminars. "An Introduction to Graduate Study" attempts to inculcate beginning students, coming out of traditional departmental backgrounds, with the methods and goals of integrated study. Students read and discuss a lengthy list of major works and do research under the close supervision of the professor. This course is taken usually during a student's first semester in the program. "Artistic Experience in General Humanities" attempts, by the use of critical, stylistic, and historical analysis of works of art, to enable the student to explore the nature of art as such first, and then to narrow down progressively, through particular styles and particular artists, to the nature of particular works of art in themselves. The course covers a significant body of required reading and requires weekly essays and continuing independent research; it is conducted by informal lecture and discussion and continuous consultation between students and professor. Neither course has a final examination.

The third Humanities course is chosen from among the following offerings: "Literary Experience in General Humanities," "Philosophical Experience in General Humanities," and "Historical Experience in General Humanities." Only the first of these optional courses has been given so far, since not enough students would have enrolled in the others to meet the State enrollment requirements. The Department intends to begin offering all three in a three-semester cycle in 1959–60. Each course is given by a single faculty member, although extensive use is made of guest professors. Three upper-division Humanities courses are conducted by panels, but the Department does not make wide use of this device since its staff is composed of men capable of handling courses of a cross-departmental nature.

c. Examinations

At present, no general examination is given, but the staff has agreed that a final examination will be required of all candidates for the degree beginning Fall 1962. The Department has not yet decided upon the exact nature of the final test; it may be either an oral or written examination or a rigorous master's thesis or both. Beginning in the fall of 1962, all M.A. candidates will also be required to pass an examination which displays a reading knowledge of one language—Greek, Latin, French, German, Italian, or Spanish.

d. Thesis

No thesis is required at present.

e. Typical program

The following actual program is typical: under the first block requirement, Humanities courses as required; under the second block, courses in "The Modern American Novel," "The Victorian Age," and "The Romantic Period" (all in the Department of English); and under the third block, "Ancient and Modern Classics" (in the Humanities Department) and two courses in Philosophy, "Spinoza" and "Materialism and Naturalism," taken at the University of California.

f. Directed study courses

Students rarely take more than one directed study course. Most do not take any.

5. Teaching preparation and placement

Because the Humanities Program has been founded and developed in close relation to the problem of providing junior college teachers, instruction in teaching the common general education humanities course has been an important, required part of the curriculum. Thus students are required to take, during their final semester, a course in problems in the organization, planning, and process of an integrated humanities course on the college level, whether they have, or are pursuing, teaching credentials or not. The course, "Problems in Integration of the Humanities," was originally a 2-semester course and was conceived to be the Program's culminating experience, but it has been reduced to a single semester in length and the focus of the Program has been moving away from vocational toward academic preparation. The course itself has come to deal less with teaching processes and techniques than originally, and more with questions of curriculum and academic content, including the study of works generally covered in undergraduate humanities courses. The course includes internship in an actual undergraduate humanities course, which involves auditing the course, discussing it with the professor in charge, doing various chores, sometimes actually teaching a number of classes. The college does not generally make use of graduate teaching assistants, but the Humanities Division hopes to make room in its budget for widening use of such assistants in the future.

The demand has grown rapidly among California junior colleges for teachers with exactly the sort of preparation which the Program provides. In the first place, there is a growing need in the junior colleges for teachers in academic general education courses, and a growing tendency to seek people with academic training rather than high school teachers or graduates of vocational M.A. programs. Thus the burden of supplying junior college teachers is shifting from the Division of Education to the liberal arts divisions of the College. In the second place, despite the strong traditional preference for teachers trained thoroughly in a single departmental field, there is a growing realization among the junior colleges, especially, of the value of teachers capable of handling courses covering the whole realm of the humanities. Thus the Humanities Program is preparing students for a large and growing market. It is too early, however, to have received meaningful reports on the teaching performance of the Program's graduates.

6. Organization, administration, costs

a. Staff coordination

Staff members do not hold regular meetings, but work in close, continuous contact with one another. There has always been full agreement upon purposes and methods, and deep loyalty to and cohesion around the Division Chairman.

b. Advisory system

Students plan their programs with Professor Taylor, sketching out a tentative program at the beginning, then redefining it if necessary as they go along. Every program is an individual matter, depending upon each student's interests and needs. The decision as to a student's needs rests in every case on his background. It is by no means unusual for students to be requested to make up deficiencies in their undergraduate preparation; indeed, the standards for performance in the Program have been rising, and there is a growing disposition to require preliminary work. There is, however, no firm policy at present on what this should amount to.

Schedules are quite flexible. "An Introduction to Graduate Study" must be taken during the first semester, and the teaching course, "Problems in the Integration of the Humanities," during the last (usually the third or fourth), with the third required Humanities course and the seven electives falling in between according to the intrinsic logic of each program.

c. Measures which are most effective

The most effective mechanism in leading students to achieve the sort of synthesis of learning which the Program aims at is the integrative courses offered by the Humanities Department. These are valuable not just because they offer the kind of approach which the Program seeks to develop, but also because they lead to a great deal of personal interchange between the students and the Departmental faculty, and hence to much informal as well as formal learning and orientation.

d. Costs and sources of support

There is no significant difference between the ratio of staff time to students enrolled in the Humanities Department and that in other comparable departments. Humanities courses are taught by men who are used to interdepartmental studies, so that no abnormal amount of preparation is required, nor any doubling of staff, other than occasional use of guest lecturers. Humanities students do not require an unusual amount of directed study courses, nor do they have to meet additional formal course requirements. Because of the interdisciplinary competence and experience of its faculty members, the Humanities Division is equipped to offer an interdisciplinary program of courses without expensive staffing contrivances. Because of the interdisciplinary orientation of the Division, the dispersion of Humanities students' course work among the other departments of the Division is fairly evenly balanced by the use of Humanities courses by students from other departments of the Division.

It has been necessary to increase the staff of the Division, not because of enrollment in the Humanities Program, but because of a rapid increase in enrollment throughout the Division. The Humanities Program itself has for the most part simply shared in the general expansion. Perhaps fewer courses have been added in the other departments of the Division since 1957 as a result of the establishment and growth of the Program (since its courses have drawn staff and students away from potential offerings in the other departments), but no courses have had to be dropped as a direct result of staff time contributed to the Program.

Along with the other departmental programs, the Humanities Program is paid for out of the Divisional budget. Humanities courses count in full as part of faculty members' teaching loads. Again, staff members are Divisional rather than departmental appointees, and although each leans toward a particular department, most teach in two at least.

7. Faculty

All seven members of the Humanities Department not only have strong interests in more than a single departmental field, but also have had extensive experience in teaching integrated humanities courses, either at San Francisco State College or elsewhere. Each has taught in the College's undergraduate Humanities courses, and the Department as a whole has had long experience with an integrated Humanities program. As a result of their experience in the undergraduate courses, faculty members come into the graduate courses thoroughly familiar with the interdepartmental approach.

Breadth of interest and competence has always been required of new staff members in the Division, and such breadth has grown as a result of teaching courses designed for students in the Humanities Program. There has never been anything less than enthusiastic support of the Program among the faculty of the Division. The Administration of the College is also giving strong backing to the Program.

8. Strengths, weaknesses, changes and developments

The value and success of the Program are self-evident as long as it guards against facile or merely verbal integration. In this respect, the Program has certain weaknesses at present. There is need of more systematic checking and supervision of students in order to ensure the organic, deeply experienced integration of the subjects of study which is the goal of the Program. More stringent screening is needed, and a surer means of bringing to light students' abilities and needs early in their programs. There is also need of systematic and continuous advisement of students by single advisers—perhaps by means of a weekly seminar during the second and third semesters; and there should be some rigorous culminating experience to test the student's achievement. The essentially elective nature of blocks two and three also seems in practice to lead to somewhat haphazard and purposeless programs, not giving well-defined coverage nor, more important, automatic internal consistency and purpose. This latter virtue should have a way of being ensured. Finally, the question of coverage has not yet received systematic attention, so that there is as yet no well-defined basic body of knowledge required to be covered in every program.

The drift away from the original strong vocational orientation of the Program has been mentioned above (see section 5). In addition, a result of the rescinding of the requirement of concurrent work for a teaching credential, a few students now come with the intention of going on to doctoral work or librarian studies. But most students still meet Division of Education requirements for junior college credentials if they have not already done so.

State University of Iowa: *Humanities Program*

Chairman: Prof. Victor Harris, Department of English

Humanities Advisory Committee: William O. Aydelotte, Professor of History; Edmund de Chasca, Professor and Chairman of Department of Romance Languages; Robert Michaelsen, Professor and Administrative Director of School of Religion; J. B. Stroud, Professor of Education; Robert Turnbull, Associate Professor and Chairman of Department of Philosophy.

1. General and comparative remarks

The Humanities Program of the State University of Iowa is a cooperative M.A. program based upon a cross-departmental curriculum and a number of interdepartmental courses offered by the Program itself. It is designed to supplement the specialized work of several departments and to combine their resources in order to give students a broader understanding of the domain of responsibility and choice in human affairs, of standards in conduct and taste, of faith and loyalties, and of the search for excellence, self-knowledge, and self-expression. The M.A. in Humanities may serve as the terminus of a broad program in liberal arts, as a professional degree for teachers of humanistic subjects, or as an intermediate step toward the Ph. D. in one of the related departments.

Students in the Humanities Program work primarily in two of the following fields, building their schedules around a single area of concentration: literature; history; philosophy and religion; language; fine arts. In addition, they do about a third of their course work in integrative seminars on various conceptual topics offered by the Program itself. Staff for these seminars during the last three years has been drawn from the Departments of English, Art, Religion, Political Science, French, Psychiatry, History, Anthropology, Philosophy, Journalism, Oriental Studies, and Classics.

Although the Humanities Program is not organized as an autonomous department, it is somewhat similar to the program of the Humanities Department at San Francisco State College in schedule, coverage, and approach. Both programs require that about two-thirds of a student's course work be devoted to an area of concentration covering two humanistic fields, and that about one-third be taken in integrative Humanities courses. The main differences between the two programs are these: (1) the five fields included in the State University of Iowa Program give students a wider range of subject matter from which to compose their areas of concentration, since the San Francisco State College Program does not actively include the Departments of Art and History; (2) the formula for coverage in the area of concentration is more permissive in the Iowa Program, since the two fields of coverage are fixed in the San Francisco Program, whereas the student in the Iowa Program may choose any two of five fields; (3) the integrative courses in the Iowa Program are more specific in content and less concerned with the methodology of integrative study. In a word, whereas the Humanities Program at San Francisco State College is a positive, autonomous discipline, the Iowa Humanities Program is conceived rather to be a coordinating service for students wanting broader humanistic studies than single departments provide. In keeping with this distinction, whereas the San Francisco Humanities Department offers a required course in the theory and practice of teaching a college course in Humanities, the Iowa Humanities Program has no such requirement, but permits a reduction of work in one of the fields of concentration if relevant courses in Education are elected.

The Humanities Program joins with the creative arts departments in offering a combined M.A. and M.F.A. degree. In order to earn the combined degree, a student follows an integrated but essentially double program of work. In general, the emphasis in the M.A. curriculum would be upon areas other than that in which the M.F.A. is taken. The combined program has already been taken by candidates for the M.F.A. in Art and in English (Creative Writing). The Program also makes possible a Ph. D. minor in Humanities, in which a doctoral candidate is one of the departments in this area does work in two fields other than that of his major and takes nine semester hours of work in the Humanities courses. The selection of courses is made with the candidate's entire program in mind and must have the approval of both the home department and the Humanities Program.

2. *Establishment, enrollments, degrees*

The program was launched on the undergraduate level in 1947 with a single experimental course taught by professors of English, History, and Classics. A year later a new undergraduate major, and several new courses, were offered under the label of "European Literature and Thought." In this form the work prospered modestly for several years. The courses attracted superior students with many different interests; additional departments took active part in the teaching; a handful of majors received their degrees in European Literature and Thought each year.

In 1956 the name and organization of the program were changed to accord with what it was actually becoming—a truly interdepartmental curriculum in Humanities. The fine arts, including imaginative writing and dramatic arts, were formally incorporated into the design. Liaison with the social sciences was improved. The student was given a wider range of options within which to arrange a concentrated and coherent schedule of courses. Graduate degrees were offered, either for terminal study or linked with the M.F.A. or Ph. D. in one of the associated departments. In the three years since its expansion, the Program has continued to grow steadily in the richness of its offerings and in its appeal to able students. It now falls in the middle group of departmental disciplines in respect of majors enrolled. At present there are about 20 candidates for the M.A. degree. Perhaps 200 students take the Humanities courses each year, about half of them graduate students. Five M.A. degrees were awarded in 1958–59; between 10 and 12 are scheduled for 1959–60.

3. Admission procedures and requirements; student characteristics

To be admitted to the Program, a student must have had an undergraduate major in general humanities, such as the one offered at Iowa, or a major in one of the humanistic departmental fields. Other preparation is acceptable where the M.A. course of study can be sufficiently expanded to make up deficiencies.

Humanities courses regularly attract a cross section of the best students on campus, both because certain prerequisites are imposed (i.e., the core courses in literature and in the historical-cultural area) and because the staff for these courses is made up of senior faculty members. An interesting index of student abilities, and the only one uniformly applicable throughout the University, is the composite entrance test score, by which, beginning in 1953, student registrations in the various departments have been measured. From 1953 through 1955, according to this index, students in Humanities courses ranked second among all the academic departments, and from 1956 until the present they have ranked first. Thus the questions raised in the Humanities Program can be serious questions, and they can be treated imaginatively and systematically.

4. Curriculum

a. Course requirements

The student works primarily in two of the five departmental fields listed in section one above. He chooses an area of concentration to serve as a guide in the selection of courses and of a thesis topic, and as the basis for his M.A. examination. Possible areas of concentration include the following: civilization of a period (Classical Culture, for example; the Middle Ages; Renaissance and Reformation; the Age of Enlightenment; the Nineteeth Century; Modern Culture); a national culture (England, France, Germany, Russia, Spain, Italy, Spanish America, etc.); literature and the stage; religion in Western Culture; comparative literature; aesthetics, criticism, and the arts. However, each student is encouraged to substitute a similar organizing principle appropriate to his own center of interest. By building his program around such a single area and approaching it in the context of his two fields of study, the student balances the breadth of his training with an interdepartmental field of specialization equal in thoroughness to that of a departmental major. At the M.A. level, this field of specialization must be precisely centered and fully treated. Any given area of concentration can be developed in quite different directions.

Approximately 21 of the 30 semester hours (i.e., about 10 courses) required for the M.A. are devoted to courses in the 2 subject fields and the area of concentration (or, if the student chooses not to write a thesis, 38 semester hours are required). Thirty (or 38) hours are a minimum, and presuppose an undergraduate background of 12 semester hours in each of 2 humanistic fields outside the student's major.

Students are also required to take 9 hours of work in the Humanities courses, which serve as integrative seminars, although other courses similar in their interdisciplinary design may be used to satisfy part of this requirement. Thus slightly less than one-third of a student's course work is devoted to more or less off-center studies.

The minimum requirements for the M.A. (30 hours with thesis and 38 without) are set by the Graduate College. In practice, most students of most departments exceed this minimum. In this respect there is probably no significant difference between students in the Humanities Program and students in the regular departments.

b. Program courses

Each Humanities course is taught jointly by two instructors from different fields of study. The instructors divide the responsibility for introducing the various works, and for directing the discussion, but both are present throughout and share the give and take of classroom analysis. Some lecturing may be part of the class schedule, in order to sketch in background or provide links from one work to the next, but the classes ordinarily proceed as colloquia or seminars, and are kept small enough to make such procedure possible. Term papers are regularly assigned. A student may register for 2, 3, or 4 hours' credit in each course, depending on the extent of the independent work he undertakes.

Each course explores a single issue of major importance in Western culture. The books studied in any given course are significant expressions, of interest in the particular issue to which the course is devoted—the place of science in today's world, for example, the core of irrationality in man's nature, the challenge to democratic ideals, the range of sanctions for moral conduct, and the like. Though the titles of the courses remain constant, the readings vary from year to year as different faculty combinations unite to study one or another pertinent problem, and the authors named in the course descriptions (below) constitute a characteristic rather than a fixed list.

The courses are open to all juniors, seniors, and graduate students, and to sophomores who have completed the core courses in literature and in the historical-cultural area. Enrollment is usually about equally divided between graduate and undergraduate students. In addition to special projects, reading courses, and other forms of individual study, the following courses will be offered in 1959–60:

Values in the Contemporary World: The modern conflict over the definition and choice of values, examined through the writings of Riesman, Silone, Santayana, Maritain, Dewey, Pasternak, Morris, and Brecht.

Science and the Nature of Man: Aspects of the relations of scientific to social and humanistic thought. This year two periods are examined: the 17th and the 20th centuries. Reading centers on works by Galileo, Descartes, Pascal, Donne, Montaigne, Oppenheimer, Fry, Proust, Freud, and Bowen.

Form and Milieu in the Arts: The interplay between art forms and other patterns, rituals, and institutions in a culture. Principal illustrations are drawn this year from the literature and art of the Middle Ages and of the Modern period. Works studied are by Muller, Dante, Celine, Tate, Ozenfant, Adams, and Faulkner; specific works of music and of graphic art are also considered.

Cultural Ideals of East and West: Social, philosophical, and religious ideals of East and West examined in relation to their respective cultures. The course list includes works by Bodde, Cassirer, Murasaki, Plato, Lin Yutang, Rabelais, and Russell.

The Human Condition: An examination of man as he faces some fundamental situations of his life. Reading includes works of Greene, Benedict, Dostoyevski, Camus, Kierkegaard, Malraux, Whyte, and Tillich.

Romanticism and the Democratic Spirit: The interaction of art and ideology—the relationship of the Romantic concepts of art and society to the development of the democratic ethos. Works by Byron, Goethe, Mazzini, Rousseau, Stendhal, Whitman, Wolfe, and others are considered.

c. *Examinations*

Each candidate stands an examination which reflects his particular pattern of study. By the beginning of his final semester he should submit for approval a reading list over his area of concentration. The examination will then be given on the basis of this list. Each examination lasts six to eight hours.

d. Thesis

Students taking the degree with fewer than 38 hours of course work must submit a thesis. This may be undertaken under direction of a faculty member in any of the participating departments, though it will usually reflect the interdepartmental nature of the Program. It may be a piece of historical research, a critical study, or a piece of imaginative work in writing or in the fine arts. Typical recent topics have been the backgrounds of T. S. Eliot's critical theory, the origin of a philosophy of social work, and the relation of form and ideology in the writings of Katherine Anne Porter. Where the thesis is a piece of creative writing or studio work in the fine arts, it is judged by the same standards as prevail when such work is submitted in the separate department, and the studio or workshop instructor will be the chairman of the thesis committee.

e. Typical program

No report.

f. Directed study courses

A student who takes his degree with the minimum number of hours of credit will do almost all his work in courses. As he expands his program, there will be more room for "reading" courses.

5. Teaching preparation and placement

Graduate assistantships are available to qualified applicants. These have ordinarily been held either by candidates for the M.A. in Humanities or by students who have a degree in Humanities but are working for the Ph. D. in a related department. The graduate assistants get a sort of on-the-job training. Otherwise, no formal instruction in teaching methods is required, although work in one of the two special fields of study may be reduced in scope if relevant courses in Education are elected. A teaching certificate may be earned by taking the appropriate technical courses in Education. The work needed to qualify for teaching the specialized subjects becomes part of the student's program. Most Humanities students who seek certification choose from English, History, or a language, though a number of other options are also available. The M.A. part of the Humanities Program is still too new to have amassed any significant information upon the placement and performance of M.A. graduates who go into teaching.

6. Organization, administration, costs

a. Staff coordination

The Humanities Advisory Committee is called into session by the Chairman when questions of general policy arise. The Chairman also meets informally with each pair of instructors in Program courses to review the basic plan of each course. Instructors work together thereafter to establish the reading list for their course and prepare their classes. Short meetings are held before each class, usually quite informally, to outline the procedure for the period.

b. Advisory system

A student's program is first blocked out in conference with an adviser, who is generally the Chairman of the Program. The student then usually consults his adviser each semester thereafter, and also coordinates his plans with the wishes and requirements of the professors in his major area of interest.

c. Measures which are most effective

The requirements of course distribution, not merely by departments but in coordinating the subject matter of the various courses, may be said to be the core of the plan; but these are paralleled in importance by the interdepartmental courses, and the whole structure is guided by the comprehensive examinations at the end.

d. Costs and sources of support

The costs of the Humanities Program in terms of staff time include advisement duties and the services of two instructors for each of the six Humanities courses. For the rest of their instruction, students make use of existing course offerings in the participating departments. Not all of this staff time is devoted to graduate students, but it would be difficult to calculate the portion attributable to them. Each course is counted as a full course in computing the instructor's teaching load, and departmental loads are reduced in compensation. Advisory services are contributed over and above departmental work. Thus the direct annual cost of the Program is a teaching schedule of 12 courses and secretarial, office, and other incidental expenses. The cost of the several graduate assistants, research assistants, and fellows must also be charged to the Program. As for indirect costs, no department has had to drop a course as a result of staff time contributed to the Program, although in a number of instances, especially in small departments where a flexible reassignment of courses has been difficult to arrange, certain courses have been put into a longer cycle of rotation.

All of the instructional cost is paid out of departmental budgets, but all participating departments receive additional budgetary support to the extent of their participation in the Program. This usually amounts to the hiring of a part-time instructor or graduate assistant to take over an elementary course or section released by the senior staff member. Funds for fellowships, graduate scholarships, and research assistantships come from the budget of the Graduate College. Funds for graduate assistantships come from the non-departmental budget of the Dean of Liberal Arts.

7. *Faculty*

All participating faculty members have received their appointments because of the needs of regular departments, but most have made their way into the Program because of cross-departmental interests. For example, one of the two members of the English Department who teach Program courses holds his degree in Comparative Literature; the other does his research in the history of ideas. The professor of Oriental studies who teaches a Humanities course had his formal training in Western Philosophy. The professor of Journalism came to his specialty by way of the theater and the writing of fiction. The classicist is an expert on classical and medieval drama, as well as an actor and producer. The professor of Religion, who has published authoritatively on the Alhambra, is a professionally trained architect.

The Program has also worked to broaden the interests of its faculty participants. The teaming up of men from different backgrounds results in the consideration of problems, and often the choice of assigned texts, in which one of the two has not done prior professional work. The juxtaposition also stimulates a rethinking of old patterns. Some unconventional pairings have been deliberately and successfully tried for this reason.

Although participating departments tend to make new faculty appointments primarily on the basis of their own needs, they have been cooperative in releasing the time of their staff members who are asked to teach in Humanities courses. A handful of faculty members have always been skeptical as to the value of the Program, but there was no open resistance to it when it was established, and almost all who have been asked to contribute to it have been pleased to do so.

8. Strengths, weaknesses, changes and developments

The Chairman and the other members of the staff are aware of the danger of superficiality in such a program, and are vigilant to impose a rigorous discipline. Faculty members who have had contact with the Program, whether as regular staff or guests, usually come away with respect for its integrity.

Another problem has been the student's feeling of homelessness. The following comment comes from a student at present finishing his M.A. in Humanities:

> I have one main objection to the Program. That is, that the M.A. Humanities graduate student is a man without a country. He has no instructors in his own department to whom he can turn for extra help, and the professors in the other departments are naturally more interested in the graduate students in their own fields. Unless the student has done his undergraduate work in some department of the University in which he is now doing the bulk of his M.A. work in Humanities, he may fail to receive the intimate attention from professors which is an integral part of any graduate program.

The plan of study provides detailed direction for each student, with regular consultations and careful choice of courses around the central area of concentration. The mushrooming of the Program imposed a heavy burden of advising. Similarly, the large number of cooperating departments made for an increasing amount of administrative detail. The growth in class size has made it difficult to maintain the "seminar" class design. In other words, prosperity has threatened the Program with attenuation, and it seems likely that some of the best features of the Program can be best protected only if it remains fairly modest in size.

University of Chicago: *General Studies in the Humanities*

***Chairman*: Norman Maclean, Professor of English**

***Committee:* Mark Ashin, Associate Professor of English in the College; Grosvenor W. Cooper, Associate Professor of Music and of Humanities in the College; Alan Gewirth, Associate Professor of Philosophy; William H. McNeill, Professor of History; Alan Simpson, Professor of History; Richard G. Stern, Assistant Professor of English and of General Studies in Humanities; Joshua C. Taylor, Associate Professor of Art; Warner A. Wick, Professor of Philosophy; David Williams, Professor of Humanities in the College.**

1. General and comparative remarks

The Committee on General Studies in the Humanities originally offered a 3-year M.A. program which ran from the junior undergraduate year through the first year of graduate study. In many ways, its program is still fundamentally a 3-year program, for the Committee believes as strongly as ever that its objectives, which include both general and specialized training, cannot be realized unless students start the program in their junior year—or else take more than a year of graduate work following a normal bachelor's degree in a department. However, the Committee now admits a fair proportion of students with departmental bachelor degrees from the University of Chicago and from other colleges. These students always take more than three additional quarters to fulfill the Committee's M.A. requirements—as yet, no such student has received the M.A. in less than five quarters.

The Committee expects its M.A.'s to have both breadth of view and specialized competence in an area of learning embracing two humanistic fields. The broad view must encompass both history and the major humanistic fields (art, history, language, literature, music, and philosophy). To meet the historical requirement, students must have a picture of the development of Western Civilization from its origins and a more detailed picture of the history of some particular country, culture, or period (each picture appearing in about the depth achieved in a year's college sequence in "The History of Western Civilization" or in "The History of the United States"). For the second broad requirement, M.A.'s are expected to show some familiarity with the subject matter and methods of investigation of at least five of the six major humanistic fields. In support of this requirement, the Committee offers a series of introductory courses in the six fields. These courses are taught for the most part by members of the appropriate departmental faculties and are designed for students at the conventional upper-division level.

For their specialized training, which is the central interest of the M.A. year, students must take at least three quarters of graduate work in two of the humanistic fields listed above, and write a master's paper on some specific problem involving relations between the two fields. The M.A. paper is the culminating part of the program. Two courses are devoted specifically to its preparation, and each student works ultimately under two members of the faculty familiar with the two fields the student has selected for his specialization. The General Studies program is unique in placing this part of its students' work under the direction of a professional writer, Professor Richard Stern, in the belief that no humanistic skill is more important to acquire than the skill of writing well.

Within these large aims, the student is given a great deal of permission and even encouragement to tailor an education to fit his particular abilities and personal and professional interests. The aims are so large, however, that the Committee naturally prefers to have students start the program as juniors, and insists that students who start with a departmental bachelor's degree must spend a good deal more than three quarters to get the M.A.

2. *Establishment, enrollments, degrees*

The Committee on General Studies in the Humanities was authorized late in 1951 and admitted its first students in the autumn quarter of 1952. Since the Committee did not wish to offer all three years of a three-year program at the start, it had no M.A. student until its third year. The general history of its enrollment is as follows: for the first four years enrollment increased slightly; for the last 3 years there has been such a rapid increase in applications for admission that it now constitutes one of the Committee's chief problems. At the end of the spring quarter of 1959 there were 57 students enrolled, a figure that takes in juniors, seniors, and those who have completed at least four years of college work. Of this number, about 24 were graduate students. By the end of spring quarter, 1959, the Committee had admitted more students for the coming autumn quarter than it wanted to have, and on paper they seemed to be the best qualified group it had yet taken in. The enrollment problem now is to stay under 70 students, of whom no more than 30 should have completed their B.A. work.

3. Admission procedures and requirements; student characteristics

Requirements for admission to the M.A. year are junior and senior years under the Committee or the equivalent. Without this background, admission is conditional upon making up gaps in preparation. Preparation should include the following four elements: (1) a year's college sequence in History of Western Civilization; (2) knowledge of the political, social, and economic aspects of one large historical period, culture, or country (three courses, two usually in History); (3) knowledge of the basic principles and problems of at least five of the six major humanistic disciplines (acquired by students at the University of Chicago by taking the special introductory courses offered by the Committee); and (4) more extensive knowledge of two humanistic disciplines (generally five courses in one field and three in another). Applicants' grade records must also be outstanding.

The Committee thinks always in terms of a 3-year continuum, and examines M.A. entrants' transcripts closely for gaps in coverage. Again, the purpose of the program is to achieve specialized competence in two fields, and broad knowledge of Western Civilization and of at least five humanistic fields; and, although students with regular departmental backgrounds will probably be overprepared in their undergraduate major, they are usually quite unprepared with respect to breadth.

Applicants for admission to the M.A. year get in touch with the Chairman of the Committee, who, on the basis of their records, writes long, specific letters telling them exactly what course work they will have to do and how long it will take. Experience has made it possible by now to determine fairly accurately just what each applicant will need. In addition, the Committee likes to have a personal interview with an applicant. If this is impossible, it insists on some personal correspondence with him. The Chairman, Professor Maclean, explains that the Committee "seems to attract a certain number of academic moths who have flitted from one place to another. 'General Studies' sounds to them as if everything is very vague, and vagueness is what they are looking for, and they are what we are trying to avoid."

Students in the program are better than average. Since applications now are much greater than capacity, the Committee is forced to do what it would try to do anyway—to admit only good, dependable students. Professor Maclean is coming to think of the program as an honors program, but is reluctant to put himself in the position of having to turn away students who have unusual gifts and interests that do not show on the academic record.

4. Curriculum

a. Course requirements

In addition to making up deficiencies in preparation (as described in section 3 above) and to taking the required two-quarter course, "Preparation of the Master's Paper," students take seven courses, the majority of which should be related to their research problem. This problem must involve at least two forms of art or fields of knowledge. It should not, however, cover any more ground than seems necessary to permit informed research involving the two disciplines. The Committee feels that specialized knowledge of two disciplines is possible at the M.A. level only within a narrow range. The important object is the specialized research, not the extent of coverage. Committee students going on to a departmental doctorate are warned that they will need about one extra quarter of course work to bring their coverage of any single discipline up to the level reached in a regular departmental M.A. program.

Except for the introductory courses in each of the major fields described in the next section, students take departmental courses only. The Committee desires that the large view of the humanistic fields be based on a careful preparation in each of them, and feels that the separate subject matters and methods of investigation can be most expertly and precisely taught in the departments themselves. Some departmental courses are naturally better designed for the use of the Committee than others. In addition, the Committee encourages departments to offer certain courses which are not really needed for the department's own students (for instance, courses in translation in the Greek drama or the Russian novel), thus enriching the general offerings of the Division of Humanities. But the Committee has devised courses of its own only where absolutely necessary and has placed these under the direction of experts in the fields concerned.

b. Program courses

The courses offered by the Committee are of three kinds. The first is a set of six courses that serve as introductions to the advanced study of the major humanistic fields: "The Study of Art," "The Study of History," "The Study of Language," "The Study of Literature," "The Study of Music," and "The Study of Philosophy." These are thought of as undergraduate courses, although undergraduate students in the program sometimes defer one of them to their graduate year in exchange for trying a graduate course in their senior year. M.A. students from other universities generally have two or three of these courses to take. Although these courses vary considerably in format, their purpose is to present to the students in a concrete form some of the important methods of investigating each field and at the same time to acquaint them with the diversity of subject matter in each. "The Study of Literature," for example, is organized about the three major problems of literary study and their interrelations: the problems of discovering what an author wrote ("Textual Criticism"); the problems involved in understanding and evaluating what he wrote ("Literary Criticism"); and the problems of seeing added dimensions to his work by placing it in different historical contexts ("History, Philosophy, and Literature").

These courses are usually taught by four or five experts in the field. When taught by this number they have the advantage of letting the students see experts using different methods of investigation, but they seemingly cannot be organized with the compactness and continuity of a course given by one man. The chief need for courses of this kind arises from the fact that Committee students have less time to familiarize themselves with any one subject than departmental students and, if it were not for such courses, might graduate with a literary background made up of a course in the modern novel, one in Shakespeare, and another in the Romantic poets.

At the other end of the curriculum, as the second kind of Committee course, students take a two-quarter course in "Preparation of the Master's Paper." This course operates for a time as a class course in bibliography and methods of scholarly investigation. Then, when the students select the particular problems on which they are going to write their papers, they are placed under the direction of two faculty members. One, Mr. Richard Stern, who is in charge of the course in "Preparation of the Master's Paper," has the responsibility to see that every paper has quality as writing. The second research adviser is familiar with the two special fields involved. Sometimes a third faculty member is needed. Toward the end of the course the students are brought together as a class again so that they can have the benefit of group criticism before submitting the final drafts of their papers.

The third kind of Committee course has to do with teaching preparation and is described in section 5 below.

c. Examinations

No general examinations are given. The Committee feels the need of a final examination, but individual programs vary so greatly that it seems impossible to devise one. The preadmission qualifying examination mentioned in the *Announcements* has been given up for the same reason. It was feasible only while the program was small and limited to University of Chicago students, who could be tested for a certain amount of common background with slight variations.

d. Thesis

Master's papers are research papers on problems involving at least two humanistic fields. The two-quarter course in the preparation of the papers has been discussed above. Some titles have been the following: "The Vorticist Theories of Wyndham Lewis and Ezra Pound," "The Critical Theory of G. Wilson Knight," "The Settings of Shakespeare's Songs," "Hume's Aesthetic," "Calvin on Art, Music, and Literature," "Conceptions of Progress in the Nineteenth Century," "Tolstoy's Philosophy of History," "The Idea of Decadence in Beardsley," "A Dialect Study of *Studs Lonigan*," "Time in Mann and Bergson."

e. Typical programs

No report.

f. Directed study courses

Students seldom take any directed study or reading courses other than "Preparation of the Master's Paper."

5. Teaching preparation and placement

More graduates of the General Studies in the Humanities program go on for doctoral work or into professional schools than enter any other field. The field attracting the second largest number of graduates is junior college and college teaching, particularly in colleges offering general courses in humanities. Few graduates have so far entered high school teaching.

The Committee feels a particular responsibility toward those of its students who intend to teach in general humanities courses in colleges or junior colleges. Accordingly it has arranged a course, "Teaching Methods in the Humanities," which is open only to students who have such intentions. M.A. students admitted to this course are attached to the freshman Humanities course in the College, do all the work required of freshmen taking the course, must attend the classes of one section, are permitted to attend the weekly faculty meetings of the course, and every few weeks meet in a seminar with the director of the freshman Humanities course, a long-time member of the Committee. Students taking this course may use it as a one-quarter course toward their M.A., since they have to master a considerable body of subject matter as well as be concerned with methods of teaching it. The course has also been certified by the Department of Education as the equivalent of one of the courses needed for Teacher Certification.

Few Committee students have taken the courses in Education needed for Teacher Certification, and most of these few took them before they entered the program. Since the program already tends to be much heavier in its demands than the normal departmental M.A., students try to avoid the extra five courses or so if possible. None of those who wish to teach in junior college has yet been hindered in getting a job by the lack of Teaching Certification, although those with it are easier to place and have areas open to them (such as the State of California) where the others cannot enter. The Committee explains this situation to its M.A. candidates early and carefully.

6. Organization, administration, costs

a. Staff coordination

Organizationally, the Committee operates as simply as possible. Daily operations (aside from teaching the Committee's courses) are left to the Chairman, and to Mr. Richard Stern, who takes charge of M.A. candidates after they start to work on their papers. The most basic duties of the Committee's faculty are two: (1) to determine the program's policies; (2) to supervise the writing of M.A. papers in the members' fields of special competence (although the Committee frequently calls upon outside faculty members to help it in this). In addition, the staffs of the program's introductory courses in the various disciplines (except "The Study of Language") always include a Committee member, who does not, however, attempt to regulate the contributions of the ad hoc staff members. The Committee's faculty has several times volunteered to assist in other administrative duties, chiefly in general advisory work, but as a rule they lack the time to undertake heavy advisory burdens.

b. Advisory system

M.A. students' programs are formulated in consultation with the Chairman, or in detailed letters with outside applicants. Thereafter the Chairman consults with each student several times a quarter.

c. Measures which are most effective

The Committee's introductory courses are an effective means of giving students a broad familiarity with the humanities as a whole, but for the purposes of the M.A. year the most effective administrative measures are the personal attention given to students by the Committee's faculty, which ensures a meaningful program of course work, and the guidance in research provided in the "Master's Paper" seminar by Professor Stern.

d. Costs and sources of support

The cost of educating the Committee's M.A. students is small since they do most of their work in courses offered regularly by the departments of the Division. Committee members and other contributing faculty members get no reduction in teaching load or increase in salary either for their advisory services or for teaching segments of the Committee courses. The Chairman is given a little extra money, and the work done by Professor Stern counts as half of his teaching assignment. Altogether, the financial cost of the program is thus somewhat less than the salary of a single faculty member; the cost in terms of staff time is a good deal more than the time of a single faculty member. The cost in either sense, however, is far less than that of an autonomous department of comparable size.

But no contributing department has had to make additions to its staff because of time given to the work of the Committee, nor has any department had to drop a course or offer one less frequently. Departmental courses created primarily for the benefit of Committee students have simply brought departmental offerings up to capacity. The Committee has tried to avoid asking contributing departments to overburden themselves on its account.

The Committee has only a very small budget of its own, used primarily to share the salary of Mr. Stern with the Department of English. No support has been solicited from outside sources.

7. *Faculty*

The faculty of the Committee consists of 10 men, of whom 8 do both graduate and undergraduate teaching, and all of whom are interested and have had experience in general education. Collectively, they have been selected to give the Committee specialized competence in the major humanistic disciplines. Since the beginning of the Committee there has never been a serious or prolonged difference of opinion among them or a personal dissension of any kind. Personal friendship has been one of the Committee's most valuable assets.

Another asset should be mentioned: the strong support of the Dean of the Division of the Humanities. The conception of a graduate committee for advanced general studies was in great part Dean Napier Wilt's, and there is no doubt that Dean Wilt was crucial in making it a reality: he supported it politically, financially, and psychologically when it needed all the support possible, and yet left its decisions and destiny up to the Committee itself.

Concerning the problem of getting the regular departments to consider the needs of the Committee in making new appointments, the University of Chicago has been offering interdisciplinary programs for so long that there are enough good men around who understand the needs of the Committee without its having to look to new appointments for such men. The arrangement with the Department of English to appoint Mr. Stern jointly has been the only instance in which departmental support in making a new appointment has been enlisted.

The Committee was authorized by a unanimous vote of the Division of Humanities, but in its early stages it encountered misgivings on the part of departmental faculties in the Division which were reasonable, were expressed openly and candidly, and in the long run have been wholly beneficial. Certain members of the faculty were worried lest a Committee in General Studies in the Humanities would generalize its curriculum until it taught nothing with precision and that it would attract and admit students who have not been successful in any one field and so imagine they may be good at a little bit of everything. The Committee feels that these fears have been removed, and removed in the only way possible: by admitting only good or superior students, by taking a special interest in each student and his future, and by having a faculty who themselves have both a wide humanistic background and distinction within their own special fields.

To bring together such a faculty is difficult, since men who genuinely meet these requirements, although they are invariably generous in giving of themselves, also are very busy meeting other demands. But, to use Professor Maclean's words, "there is always a threatening category of faculty members whose time is not fully occupied, who somewhere missed the boat; and who, by some seeming law of psychological association, have joined the forces of integration. If a committee gets loaded with these willing offerings, it is lost—both educationally and politically (by politically, I mean it will have no standing in the eyes of the faculty or the better students)." As a partial means of self-protection, the Committee from the beginning adopted the policy of selecting only faculty who have appointments in other established parts of the University and who have the respect of their colleagues in their particular fields.

8. *Strengths, weaknesses, changes and developments*

One main strength of the Committee is that it offers its students a program of studies which they want and which they cannot have in the regular departments. Its students' motives vary. First of all, some simply think it a pleasure to get some picture of man's historical development, some appreciation of his humanistic achievements, and some specialized knowledge concerning more than a single kind of humanistic achievement. These students (for example, a number of women who are married to graduate students or young business men in the city) find the pleasure of learning a complete end in itself. Second, many students who plan to go on to doctoral work or professional schools seek a general grasp of the humanistic fields for the power it will give them to see any one field with richness and new insight. Third, there are those students who are excited about many things and want to "try the world on for size" before settling upon a single interest, or who already know their central interests but have many others they wish to continue to develop before turning to one field or vocation only. Finally, students planning to teach in colleges and junior colleges want to prepare for work in general humanities courses.

The Committee's second main strength has been the close personal relationships among its students, its faculty, and both together, which have made the Committee a little special group with special students who get a great deal of special attention. To retain this intimacy, the Committee has decided to limit enrollment to that number of students which can be entertained at one time in the Chairman's home.

A major weakness, especially in the Committee's early years, was its students' fear that it gave them little security on the academic exchange. This was ultimately removed only by the professional success of the Committee's graduates, but during the first four or five years the Committee had to play the part of an active Placement Office and make sure that its graduates got off to a good start.

University of Louisville: *Division of Humanities M.A. Program*

***Director:* Prof. Ernest Hassold, Chairman of the Humanities Division**

1. General and comparative remarks

The Humanities M.A. Program was inaugurated in the summer of 1958, primarily to recruit prospective teachers from gifted students of the humanities otherwise employed, and to provide opportunities for in-service teachers to continue their studies after school hours and in summers. It was designed to supplement existing M.A. programs within the Humanities Division, to stimulate new ones, and to provide a basis for coordinating studies in the History of Ideas. Other M.A. programs within the Division include one in English, which, since 1908, has graduated 100 master's candidates; 1 in Fine Arts, which, since 1952, has graduated 10 in Creative Art and has built up a staff and facilities for an M.A. program in Art History; and 1 in Music History, developed in 1959. The other departments of the Division (Modern Languages and Philosophy) do not offer the M.A. degree, but do offer courses on the graduate level. Related master's programs are offered in History (in the Division of Social Sciences) and in the School of Music (M.M. and M.Ed.).

The main objectives of the Humanities M.A. Program are (1) to search for noetic integrators of cultural studies, (2) to keep the teaching of the humanities abreast of modern research, and (3) to aid in the development of departmental programs. At present, the component parts of the minimum 30 semester-hour program are (1) a required 3 semester-hour humanities course, "Studies in American Thought and Culture;" (2) a minimum of 12 semester hours in one of 5 major fields: History of Art, History of Ideas, History of Literature, History of Music, Modern Language (French, German or Spanish Literature); (3) a minor of 9 semester hours within the humanities or in related departments; and (4) a thesis, including 6 semester hours of thesis guidance.

The principle of the Humanities M.A. Program remains the same as that which has guided the development of the undergraduate program, only now applied to graduate education. It is to promote the offerings of existing and of potential departments (e.g., Comparative

Literature), until each has developed its own M.A. program, as Music History has already done; and to integrate these departmental programs both among themselves and eventually with other related programs in research towards a common History of Thought and Culture. The principle thus is to coordinate and lead, rather than to compete with existing departmental programs.

The long-term objectives of the M.A. Program are best seen in the light of the Ph. D. program it would ideally lead to. This would be designed to educate college teachers in the humanities at the level of general education, on the basis of (1) a double major, each ending in a master's thesis (for which the present short, 12-hour majors eventually will all be replaced by departmental majors), (2) coordinating research ending in a doctoral essay, and (3) a philosophy of cultural education based on teaching under supervision and on courses in the history of the humanities, Great Books in Education, and "The Advancement of Culture in the Twentieth Century."

Such a program would call for an appropriate undergraduate preparation, which would add depth to the breadth of current programs of general education. Eventually the Humanities doctoral program might include in the double major any two disciplines engaged in the systematic study of man, provided presumably that one of the two majors would remain one of the current humanistic disciplines.

2. *Establishment, enrollments, degrees*

An undergraduate program in Humanities was established at the University of Louisville in 1932. Emigré historians of art and music brought European scholarship to the program, and the presence of artists, composers, and teachers of Creative Writing provided the intellectual tensions requisite to creative work. The undergraduate Humanities program now offers extra-departmental courses in Linguistics and World Literature and Great Books in translation, and coordinating courses in periods of cultural history (Ancient, Medieval, Renaissance and Baroque, Modern and American) and in "Principles of Cultural History" and "The Advancement of (Contemporary) Culture." Thus the new M.A. Program is based on long experience with coordinating interdepartmental courses.

In the autumn of 1959, the University formulated a new policy for graduate studies designed to encourage the humanities and social sciences to emulate the natural sciences and the Department of Education in exploring their capabilities for offering more advanced graduate work and participating in the education of college teachers. The present Division of Humanities M.A. Program is a step forward in carrying out this policy. The Program began in the summer of 1958 with 10 part-time students. In the autumn of 1959 it had 15 majors, all currently enrolled. No degrees have been awarded to date.

3. *Admission procedures and requirements; student characteristics*

Students who can present an undergraduate major with B standing in 42 senior college semester hours within the humanities (English, Fine Arts, Foreign Language, Music History, Philosophy) are admitted unconditionally. Others may become candidates for the M.A. in Humanities on completion with B standing of 30 senior college semester hours distributed as follows: (1) 12 semester hours in one of the major fields above; (2) 12 within the other fields; (3) 6 in one period of cultural history and in "Principles of Cultural History" or "The Advancement of Culture."

4. *Curriculum*

a. Course requirements

A Humanities M.A. program, approved in advance by the Chairman, must include 30 semester hours at the graduate level (of which 12 must be in 600-level courses designed specifically for graduate students). The total includes 6 hours of thesis guidance. This work must be distributed according to the formula described in section 1 above. At least 6 of the 12 major semester hours must be taken at the 600 level. The nine minor hours may be taken in Education, to meet State certification requirements.

b. Program courses

The required graduate course in "American Thought and Culture" is a seminar based on a critical examination of 20th century American thought. A critical examination of at least two interpretations of American Culture serves as a starting point for individual studies of important works, figures, and themes.

Transfer students are required to include in their programs a 3-hour course in one period of cultural history (Ancient, Medieval, Renaissance-Baroque, Modern and American) and a 3-hour course in either "Principles of Cultural History" or "The Advancement of Culture."

Four new elective courses in "Western Thought and Culture Since the Enlightenment" provide further opportunity for integrative research. A cooperative course in "Materials and Methods of the Humanities" is under consideration.

c. Examinations

As in all master's programs, an oral examination before a committee of the faculty, covering both the thesis and the candidate's course work, is required.

d. Thesis

A thesis, to be read by three faculty members, two in the major department and one in an allied department (all of whom assist at the examination), is required. Thesis topics approved to date usually include a wide range of documentation. Some examples are

"The Relation of Broch's Ten Essays on Value to the Story of *The Sleepwalkers*," "The Relation of D. H. Lawrence's Ideas to his Fictional Method," "The Treatment of Job in Twentieth Century Literature and Thought."

e. Typical programs

A student with a conventional undergraduate major in English has asked for a graduate program entirely devoted to Contemporary studies in Art, Music, Philosophy, Literature, American and Western Thought.

A student with an undergraduate major in French has asked for a graduate minor in French and a graduate major in Literature.

A student with an undergraduate major in Philosophy and another with an undergraduate major in Psychology have asked for a program evenly divided between the History of Ideas and the History of Literature.

f. Directed study courses

All participating departments offer 600-level independent study courses.

5. Teaching preparation and placement

Students may elect a minor of nine semester hours of graduate course work in Education, to meet State certification requirements. A course in "Materials and Methods of the Humanities" is under consideration.

6. Organization, administration, costs

a. Staff coordination

Administration and advising are in the hands of the Director of the Program—at present the Chairman of the Division—who consults with an executive committee composed of the heads of departments in the five major fields.

b. Advisory system

See section 6 (a) above.

c. Measures which are most effective

The required course in "American Thought and Culture" and the undergraduate preparation in periods and principles of cultural history provide historical perspective and methods of integrating cultural studies. Other objectives are achieved through the distribution requirements and the thesis.

d. Costs and sources of support

The Humanities M.A. Program involves one new set of courses in "Western Thought and Culture since the Enlightenment," which is given in a 4-semester cycle. The key course, "Studies in American Thought and Culture," offered once each year and every other summer, had been given previously but less frequently. Instructors in these courses are relieved of one course, usually a section of the sophomore Humanities course, which they would otherwise have taught. Faculty members have volunteered to give individual lectures in these courses without extra compensation. In determining teaching loads, allowances are made for administrative work and thesis supervision in the Program.

Enrollment in the Program is not large enough to strain the existing capacity of participating departments, whose graduate courses generally have room for additional students.

The M.A. Program has no separate budget, except for the nominal Divisional budget for office help and supplies, although a request has been made for separate allocations. The University Development Fund includes a considerable fund for improvement of the Library, which may be used to meet the needs of the Program. Faculty time devoted to the Program is contributed by the several departments.

7. *Faculty*

About 80 percent of the staff in the Humanities Division have taught in graduate or undergraduate interdisciplinary courses. Teaching in undergraduate courses in "World Literature" (required of all students in the College) and "Periods of Cultural History" (required of all majors in the Division of Humanities) as well as in the other Humanities electives has stimulated freshness of outlook and enlargement of intellectual horizon. The Division has always preferred candidates for teaching positions who combined reasonable breadth with depth in their education and research, and the Divisional Chairman almost always has been consulted on new appointments in the departments. Thus the faculty of the Division is familiar with the problems involved in interdisciplinary studies.

8. *Strengths, weaknesses, changes and developments*

The strong point of the entire Humanities Program, undergraduate and graduate, is its release of creative energy and interest in ideas, among both faculty and students. The weakness of the graduate Program is its present hand-to-mouth existence. The main desideratum is the strengthening of the M.A. Program to the point where it can serve as underpinning for a Ph. D. program for college teachers and administrators such as the one described in section 1 above.

Wayne State University: *Department of Humanities*

***Chairman:* Associate Prof. John R. Bryden**

***Committee on Graduate Plans of Work:* John R. Bryden; George Nakhnikian, Associate Professor of Philosophy; Bernard Goldman, Assistant Professor of Humanities; Leo Stoller, Assistant Professor of English.**

1. General and comparative remarks

The program of the Department of Humanities at Wayne State University, like the Hofstra College Humanities Program, is an M.A. program designed to give to students desiring nonspecialized degrees a broad training in the arts which no single regular department offers. Like the programs at Hofstra and San Francisco State Colleges, the Wayne State program requires broad distribution of course work across the humanistic disciplines during the M.A. year. Like all of the other M.A. programs, the Department of Humanities requires its students to take about one-third of their course work (12 of the minimum 32 semester hours) in Humanities courses, including "Master's Essay Direction," which introduce, survey, and integrate the several humanistic disciplines. But in addition to this series of core courses, students are required to distribute about one-third of their course work (about 10 of the minimum 32 hours) among courses in Philosophy, Art History, Music History, and English or foreign Literature, taking at least one course, usually a survey or period course, in each of the four fields.

Since some of this distributive work inevitably falls in a student's field of special interest, and since many students have already taken one or more of the Humanities core courses as Wayne undergraduates, students in the M.A. program actually can devote considerably more than the remaining one-third of their time to course work closely related to their central interests. In any event, approximately one-third of their schedules (10 to 12 of the minimum 32 hours) is free for elective concentration upon a subject of special interest. This focus of interest generally extends over two humanistic fields and a single historical period and is made the subject of the master's essay. Altogether, perhaps half of an average student's work can pertain directly to his central interest; the rest, although it may be made as pertinent as possible, primarily serves to broaden his acquaintance with the humanities as a whole.

The Department of Humanities also offers a separate program, "Master of Arts in Teaching College Humanities," in which a student earns the Michigan Community College Teaching Certificate concurrently with the liberal arts M.A. Students in this program are required to take 6 hours of additional course work (i.e., three specified courses, including a teaching apprenticeship in an undergraduate Humanities course) over and above the regular Departmental requirements. This extra work may count as credit toward the regular minimum 32 hours, if the student has room for it as a result of having met some of the regular requirements as an undergraduate, but such a substitution is seldom possible.

The Department takes its domain to include the fields of art, history, languages, literature, music, and philosophy, but permits its students to take relevant courses wherever they may find them. Staff for the Humanities courses has been drawn from most of the departments in these fields. The orientation of the Department is strongly toward the arts, but social and political philosophy are not excluded as possible areas of study.

2. Establishment, enrollments, degrees

The Humanities Program was developed and inaugurated in 1942 by Dr. Harold Basilius, then Chairman of the Department of German. Although the Program offered both graduate and undergraduate courses from the start, the first graduate degree was granted in 1949. The Department of Humanities was established in December 1958.

There are 68 students working toward the M.A. degree at present (including both applicants and candidates—for this distinction, see section 3 below). Of these, about 40 are active (i.e., took 1 or more courses during the fall, spring, or summer of 1958–59). About 6 or 7 of these 40 are in the Teaching College Humanities Program. This ratio has been typical, but overall enrollment has increased about threefold in the last 3 years. Part of the reason for this increase has been a new requirement in the College of Education that undergraduate students take 6 hours of undergraduate Humanities courses. Their experience in Humanities courses seems to have steered many of these students into the M.A. program itself, since about one-third of the students currently enrolled in the program have come from the undergraduate College of Education.

M.A. degrees have been granted as follows: 1958–59, 1; 1957–58, 5; 1956–57, 1; 1955–56, 5; 1954–55, 2; 1953–54, 0; 1952–53, 3; 1951–52, 1; 1950–51, 2; 1949–50, 0; 1948–49, 2.

It takes, on the average, 3 or 4 years to complete the program proper (not counting prerequisites). Most students work on a part-time basis, taking 6 or 8 units per year at night or during the summer, often having to wait for needed courses to be offered conveniently.

Not more than four students are currently following a full-time schedule. This average length of time in pursuit of the M.A. holds also in many other departments because of the municipal nature of the University. Most students in the program are teaching in Detroit area public high or grade schools and are not permitted by their boards to take more than six hours of course work per semester.

3. Admission procedures and requirements; student characteristics

For admission to the program, 4 hours of Music History, and 4 of Art History are required in addition to the normal group requirements for graduation from the Wayne State College of Liberal Arts. These group requirements include competency in a single foreign language, which is to be tested by examination beginning in 1960. Approximately one out of two applicants is admitted; approximately one out of four admitted is allowed to begin the M.A. program directly without making up prerequisites. Those denied admittance usually lack competence in a language, especially students from the College of Education, where a language is not required. Many who are admitted provisionally lack the four hours in Music History. Students rarely come with undergraduate majors outside the departments in the broad humanities area.

For admission to the Teaching College Humanities program, an applicant must have the equivalent of an undergraduate major in one of the humanistic fields and also 9 undergraduate hours in Education (5 of which are specified), and he must have passed the Teacher Selection Procedure in the College of Education. In addition, he must have had or must include a number of specified courses in various departments, several of which he will not be able to count as part of his M.A. program proper.

Applicants are admitted provisionally on the basis of their undergraduate records and a personal interview with the Department Chairman. Students retain applicant status until they have taken 12 units of degree-credit work. They must be admitted to candidacy for the degree not later than the term in which they complete these first 12 units. Students admitted to the M.A. program are not generally more intelligent or more scholarly than those in other departments. They simply desire a broader education in the area of the art than traditional departments would supply.

4. Curriculum

a. Course requirements

Approximately 10 to 12 of the minimum 32 hours required for the master's degree (or about 4 courses) are used for background areas in support of the master's essay: i.e., should a student be interested in the element of space in Baroque architecture and music, he would be advised to take various courses pertinent to that particular period.

These foci are not sharply defined at the beginning of the typical student's work, so that the problem of preventing students from narrowness in their programs of electives does not arise; the main problem in planning electives is to confine a student to a manageable range of study in order to help him synthesize his interests and reach a well-considered focus before starting his master's essay. Thus a student with an interest in the Spanish Renaissance would perhaps be advised to take courses in Spanish history and literature and general Renaissance history and art. A student interested in Surrealism would be advised to take courses in French Literature, Existentialism, and Modern Art. The focus of interest generally extends over two fields, as does the master's essay. No attempt is made to widen a student's program of electives beyond two fields or a single historical period except insofar as wider study will improve his grasp of his field of concentration.

Approximately 20 to 22 of the minimum 32 hours (amounting to 9 courses at least) are used for achieving a certain degree of breadth. Twelve of these hours are spent in five required Humanities courses: "Introduction to the Literary, Musical, and Visual Arts," a laboratory type of course involving actual practice of the arts; "The Expression of Western Culture in the Arts from 1870 to 1940" or "The Expression of Western Culture in the Arts from 1780 to 1850" or "Expression of Western Culture in the Arts During the Baroque Period"; "Bibliography and Methods of Investigation" (in the humanities)—one hour; "Seminar for Graduate Majors"; "Master's Essay Direction"—two hours. Students who have had no course in bibliography (i.e. most students) are required, in addition, to take the two-hour "General Bibliography" course given by the History Department. About 10 more hours are distributed according to the following formula: one course in Philosophy ("The Analysis and Criticism of the Arts" or "History of Aesthetics" or "Seminar in Aesthetics"), one course in Art History, one in Music History, and one in English or foreign Literature (usually a period survey).

Many students have already taken one or more of the Humanities courses as Wayne undergraduates ("Introduction to the Literary, Musical and Visual Arts," in particular, which is therefore often waived). As a result, they have room in their minimum schedules for one or two additional electives. In addition, one or more of the required departmental courses are likely to fall within a student's field of concentration, thus increasing the quantity of course work in the field and further widening the range of choice of electives.

There is no fixed sequence of course work. The "Seminar for Graduate Majors" is taken during the final semester, and the Humanities period-analytical course must wait until a student has completed several semesters of work in related courses in the various fields of the humanities.

Minimum course requirements in the program do not exceed normal departmental minimum requirements, but experience has shown that few students are able to obtain the M.A. within the 32 minimum credit hours. Aside from making up prerequisites, students are often requested to take additional courses in preparing their fields of concentration. Students in the Teaching program must take three 2-credit-hour courses, described in section 5 below, on top of the minimum course load; and these students usually must take considerably more work in order to meet other College of Education requirements they have not met as undergraduates. Finally, the Department allows only 2 credit-hours for the master's "essay," whereas certain other departments allow 8 hours for a "thesis" which, in practice, differs little from the Humanities essay.

b. Program courses

"Introduction to the Literary, Musical and Visual Arts" is a lecture course given every semester and during the summer in a great many sections. It is taken by both graduate and undergraduate students, coming from outside as well as from within the Humanities Department. It aims to acquaint students with the fundamentals of the creative process in all the arts—with materials, techniques, and values. Works done by the students themselves, as well as accepted works of art, are analyzed and criticized in group discussion. Classes are conducted in a laboratory spirit. The course is organized in three 5-week segments, one devoted to art, one to music, one to literature. In approximately half the sections, each segment is taught by a separate professor, who moves from one class section to another. Separate examinations cover each 5-week segment.

The courses in "The Expression of Western Culture in the Arts" are offered during the spring semester in a 3-year cycle. A fourth course, "Expression of Western Culture in the Arts During the Renaissance," is being planned. These are primarily lecture courses, having 15 to 20 students enrolled. They aim at discovering the similarities and differences between the several arts, and the similarities and differences between the arts and other forms of experience and knowledge. While they deal with particular periods, they are analytical and critical rather than historical in approach. Each course is taught jointly by three instructors who are specialists in the art, music, and literature, respectively, of the period studied. Each professor lectures in turn for 2½ weeks, with the other two in attendance. Thus a particular field becomes the subject of study twice during the semester. The purpose of covering each field in two 2½-week segments (rather than one 5-week segment) is to introduce all three fields during the first half of the semester so that students have sufficient background early enough for undertaking research for their course papers in any two of the three. In addition to writing papers, students take short examinations at the end of each 2½-week segment.

The "Seminar for Graduate Majors" is given every fall semester. Its purpose is to bring students together at the end of their programs for a culminating discussion of major periods and works of art and philosophy and their interinfluences and relationships. A basic question, Is there a unifying element in the arts? is one of the many themes of the course. Six or seven students are usually enrolled. The major assignment is to give two reports, one of which deals with an unexplored subject outside the student's area of concentration, and the second of which frequently amounts to a first draft of the student's master's essay. All students are required to prepare to discuss each paper. Book reports are also assigned as bases for discussion. Enrollment is not limited to Department majors, but not more than one or two outside students enroll.

c. *Examinations*

An oral examination covering the essay as well as course work is given at the time of the final acceptance of the master's essay. The purpose of this examination is not only to test the individual's ability to defend the essay out also to test his grasp of the subject matter he has taken. Students in the Teaching Program are also examined on their grasp of the problems involved in planning and carrying through a college humanities course. These students are examined particularly rigorously for their academic achievement, since they must be particularly well prepared. The examination is given by a committee consisting of representatives from the fields of art, music, and literature and a moderator coming from outside the Humanities Department. One of the three is usually the essay adviser, but often the adviser comes from another field and thus makes a fourth committee member.

d. *Essay*

The following are a few titles and brief descriptions of essays accepted by the Department:

"The Unifying Aspects of Art—How it Brings About Social and Individual Integration and Emotional Equilibrium."

"Problems of Teaching in the Humanities: Psychodynamics as the Basis for Comparability in the Arts."

"The Concept of Space in Baroque Art": shows how Baroque mind treated space in original way; philosophical, political, economic and religious background; application of space concept to Baroque music.

"A Comparative Analysis of Action in Three Artistic Media": discusses the differences between the actions of the three versions of "Porgy" and the resulting strengths and weaknesses of the versions.

"Three Revolutions in the Visual Arts and Their Literary Explanations": follows history of the Futurist, the Dadaist, and the Surrealist movements and considers writings of their most articulate spokesmen.

"Tsutsumi Chunagon Monogatari—As a Work of Art and Its Contribution to an Understanding of Heian Society."

"William Blake's Illustrations to the Book of Job": analyses illustrations from standpoint of the visual media—lines, shapes, etc.

The Humanities Department allows only the essay and requires the final examination. Certain other departments allow eight hours for thesis and do not require a final oral examination.

e. Typical program

The following actual program of courses, taken between January 1954 and June 1956, is typical:

Spring semester, 1954: **"Aesthetics" (Philosophy 270) and "History and Philosophy of Higher Education in America" (Education 235: no graduate credit).**

Fall semester, 1954: **"French Modern Painting" (Art 677); "English Literature, 1830–1914" (English 560); "General History of Music and Musicians, from Primitive Music to 1750" (Music 581); "College Guidance and Counseling Techniques" (Education 573: no graduate credit); "Problems and Methods in Teaching Humanities on the Junior College Level" (Humanities 791).**

Spring semester, 1955: **"Modern Painting in Northern Europe" (Art 678); "Advanced Shakespeare" (English 640); "General History of Music and Muscians, from 1750 to 1900" (Music 582); "The Learning Process with Reference to Higher Education" (Educational Psychology 581).**

Fall semester, 1955: **"Foundations of Modern European Painting—the 19th Century" (Art 676); "Master's Essay Direction" (Humanities 790); "Student Teaching of Humanities on the Junior College Level" (Humanities 792).**

Spring semester, 1956: **"Expression of Western Culture in the Arts, 1870–1940" (Humanities 510); passed master's examination on April 26, 1956. Essay: "Existentialism: Disease or Cure."**

f. Directed study courses

The Department offers no directed study or reading course.

5. Teaching preparation and placement

Students in the regular M.A. program receive no instruction or training in teaching, nor may they elect teaching courses within their program schedules.

The M.A. program in Teaching College Humanities leads to the junior college teaching certificate, which teachers in Michigan State junior colleges are required to have or earn. About six or seven students are presently enrolled, either as applicants or candidates, in this program. In addition to the regular program requirements, these students are required to take "Problems and Methods in Teaching Humanities on the Junior College Level," "Student Teaching of Humanities on the Junior College Level," and a course in Educational

Psychology, "The Learning Process with Reference to Higher Education," all two credit-hours.

The first course, offered once every two years, meets weekly and studies the various possible approaches to teaching a college course in general humanities. Discussion centers around subject matter and its values. The content and organization of courses actually given at Wayne State University and other institutions are critically examined.

The second is a course for the individual student, who works for a professor in an undergraduate Humanities course appropriate to the student's interests. The duties include grading papers, advising students, and occasionally the actual teaching of classes. Usage varies from professor to professor.

The Department of Humanities does not make use of graduate teaching assistants above the paper-grading level. Students in the Teaching program do not have the chance to take full charge of a course at Wayne while they are in the program.

No known graduates are employed in college teaching. The bulk of the students in the regular program (perhaps one half of the total enrollment) are presently teaching in secondary and elementary schools in Detroit and its suburbs, and are seeking the M.A. at night and during the summers as a means of improving their status. Some are seeking graduate credit over and above a master's degree which they already hold. These students generally plan to remain in school teaching.

Graduates of the program seem to find employment rather easily because of their preparation. Various secondary schools in the Detroit area have been contemplating programs in the interrelations of the arts. At present there is little demand on the college level for graduates of the program.

6. *Organization, administration, costs*

a. Staff coordination

Up to the present time there have been no regularly scheduled faculty meetings. However, several meetings have been called for individuals teaching each of the three general areas into which Humanities Department courses may be categorized: viz., the creative, the critical and analytical (in which most graduate courses fall), and the historical (for which no graduate course is yet specifically designed). When a course is taught by three teachers (either jointly or alternately), coordinating meetings have usually been held. The Chairman spends many hours with individual faculty members, particularly those who are new to the Department, in discussing approaches, textbooks, and so forth. Several meetings have been called for a committee of five individuals representing various fields to discuss general administrative problems. Now that the program has

Departmental status, this committee is no longer necessary or operative.

b. Advisory system

A student's program is planned with an appointed adviser, usually the Department Chairman, sometimes another one of the three or four staff members most closely associated with the program. The student's program is reviewed at the time of his application for admission to candidacy, and is either approved or rejected at a semiannual meeting of the Committee on Graduate Plans of Work. The Committee takes into consideration the student's statement of purpose, his preparation and background, and the adequacy of the proposed program to achieve its objective. It often recommends changes or requests additional information. Any change of course from the accepted approved program must be authorized by the Department Chairman. When a student is ready to begin work on his master's essay he is assigned an adviser, who then supervises his research until the essay is completed. Since the student must finally come before a committee of four or five faculty members in an oral examination, it is to the advantage of everyone that the essay adviser (who is a member of the examining committee) be the strongest available authority in the particular field of study, and that he be personally satisfied as to the student's mastery of his subject.

c. Measures which are most effective

The most effective means of achieving the broad but individual syntheses of the humanistic disciplines which the Department aims at is to take into consideration, through the advisory system, each student's background, ability, and ultimate goal. The courses in the interrelationship of the arts offered by the Department itself are an effective synthesis or "capstone" of courses taken in the regular departments.

d. Costs and sources of support

Staffing Humanities courses (graduate and undergraduate) currently requires approximately 6½ full-time-equivalent faculty members. The only comparatively expensive staffing contrivance is the use of three instructors in the annual "Expression of Western Culture in the Arts" course, in which the three, although each is responsible for only one-third of the course, attend and contribute to each class meeting as a group. Faculty members from other departments are given full credit toward their normal 12-hour load for teaching Humanities courses. They also receive credit for supervising Humanities master's essays, under a College of Liberal Arts regulation which, in principle, allows released class time if an adviser has six or more essay advisees. In the past as many as 21 different faculty members have contributed to the program in one semester, but under the new administrative organization, the Department is planning to give most of this load to its own faculty. One final direct cost of the program has been the considerable amount of special equipment (slides, recordings, etc.) which the Department has had to provide.

The indirect cost of the program—i.e., its impact upon other departments—is difficult to measure precisely. The large and complex staff at Wayne State University makes for a high degree of flexibility in staffing arrangements. There is no evidence that any department has actually had to drop certain courses as a result of contributing faculty time to the Humanities program; indeed, some departments have been able to contribute to the program without making up the loss at all. But most have had to hire new staff members as a result of their contributions, with the result that they would now be overstaffed (temporarily—since enrollments and the need for extra courses are increasing) if the Humanities program were no longer to borrow staff time from them. It should be added, however, that many students in the program would have enrolled in one of the regular departments had there been no Humanities program, so that the expense of supporting the program is probably in great part a substitute rather than a wholly extra one. Now that the program has departmental status it is seeking gradually to consolidate its staff and to take over financial responsibility for itself. This process will thus, to a great extent, involve a transfer of staff and costs rather than a net general increase.

Concerning the sources of support, all faculty time drawn from other departments has been charged, except during the summer session, to the contributing departments. The salaries of two full-time faculty members and a secretary, plus a normal departmental operating budget, are charged against the Department of Humanities.

7. *Faculty*

The Humanities Department feels it is fortunate in having among its participating members as many as six individuals who have done extensive cross-departmental teaching and research. Most of the faculty, however, are primarily departmental specialists. It will be the policy of the Department to employ new instructors who have a relatively balanced training and experience in any two areas of the arts.

Most of the participating departments have been very cooperative in keeping in mind the needs of the Humanities program when employing their own faculty. Some appointments have been made with the understanding that the new instructor would spend a certain amount of his time in the Humanities program. However, the feeling that the regular departments should not have to consider the needs of the program in making their own appointments was one of the reasons for establishing the Department of Humanities. The problems of promotions, continuing contracts, and so forth had also produced a certain reluctance on the part of some instructors to spend time working outside of their departmental fields, even though the Dean's Office has been extremely helpful in this matter and has taken full cognizance of the dual participation of the Humanities staff.

8. Strengths, weaknesses, changes and developments

Although some faculty members have been skeptical as to the program's objectives and influence on specialized fields, the Department has maintained the respect of the faculty for its academic standards and seriousness of purpose. The greatest strength of the program is the opportunity it provides for a student to gain a broader understanding of the culture in which he lives. Indeed, many students enter the Department because the graduate offerings of other departments are too limited to be of use as academic preparation for a teaching career at the secondary-school level. They prefer a broad education, within which course work and research can be slanted toward a particular field of special interest.

There is need for more graduate courses specially designed for M.A. and possible Ph. D. candidates, particularly a course devoted specifically to historical coverage of the humanities along the lines of the undergraduate survey, which deals with "great creative movements of Western Culture in philosophy, education, and the arts." This would seem to be the best way to attempt to fill in the present gaps in the program's coverage. Such a course could not cover everything, but it would give a historical perspective often missed at present.

An organizational weakness—the need for a full-time departmental faculty—has been discussed in section 7 above. The establishment of a Department of Humanities was a large step toward remedying this weakness. As soon as a full-time faculty has been employed, additional courses will be added to the curriculum directed toward the development of a Ph. D. degree in Humanities.

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